

DOCUMENT RESUME

ED 446 407

EC 308 095

AUTHOR Rowan, Lori
TITLE AHEAD Outreach--Where the Child Is, the Services Are: Home, Child Care, Hospital/Clinical Services to Infants, Toddlers, and Young Children with Disabilities and Their Care Givers. Final Report.
INSTITUTION Utah State Univ., Logan. Dept. of Communicative Disorders.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE 2000-09-30
NOTE 245p.
CONTRACT H024D60024
AVAILABLE FROM SKI-HI Institute, Department of Communicative Disorders, Utah State University, Logan, UT 84322-6500.
PUB TYPE Reports - Evaluative (142)
EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS *Disabilities; Early Childhood Education; Early Identification; *Early Intervention; Infants; *Outreach Programs; *Professional Development; Toddlers; *Training Methods; Young Children

ABSTRACT

This final report documents the activities and outcomes of the 3-year outreach project AHEAD (At Home & At Day Care). Over the course of the three years, AHEAD Outreach conducted eight AHEAD Trainers' Training Institutes that provided AHEAD trainers with up-to-date content in the early intervention field, training techniques, hands-on experiences, use of multi-media in presentations, and interactive activities using adult learning principles. Fourteen states and one territory were involved and 105 trainers were certified as AHEAD trainers. As a result, AHEAD trainers affected their states and agencies through the high quality of training and improved services they provided to early interventionists and to families, child care providers, and young children with disabilities. The technical assistance activities included monitoring of training, assistance in planning training, loaning training resources, on-site visit feedback and mentoring, and dissemination of "Trainers Tidings." Several appendices are attached that include a project overview, the table of contents of several resource manuals, training agendas, and program evaluation forms. (Author/CR)

AHEAD Outreach

Where the Child Is, The Services Are:
Home, Child Care, Hospital/Clinical Services
to Infants, Toddlers, and Young Children
with Disabilities and their Care Givers

FINAL REPORT

Early Education Program for Children with Disabilities
U.S. Department of Education
Grant Number: H024D60024
CFDA 84.024D

Lori Rowan, M.Ed.
Project Director
SKI-HI Institute
Department of Communicative Disorders
Utah State University
Logan, UT 84322-6500

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ✓ This document has been reproduced as
received from the person or organization
originating it.
- Minor changes have been made to improve
reproduction quality.
- Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

September 30, 2000

BEST COPY AVAILABLE

II. ABSTRACT

Where the Child Is, The Services Are:
Home, Child Care, Hospital/Clinical Services
to Infants, Toddlers, and Young Children
with Disabilities and their Care Givers

Project AHEAD Outreach
(At Home & At Day Care)

Lori Rowan, M.Ed
Project Director

This report documents the activities and outcomes of the 3-year Outreach project, AHEAD (At Home & At Day care).

In 1996, the SKI-HI Institute was awarded AHEAD Outreach which follows a "Train the Trainer" model. Over the course of three years, AHEAD Outreach conducted 8 AHEAD Trainers' Training Institutes which provided AHEAD trainers with up-to-date content in the early intervention field, training techniques, hands-on experiences, use of multi-media in presentations, and interactive activities using adult learning principles. Fourteen states and one territory were involved including AK, CA, FL, ID, MA, MI, MN, MT, NC, NH, SD, TX, UT, WY, and Puerto Rico. One hundred and five trainers were certified as AHEAD trainers. As a result of receiving AHEAD Trainers' Training, AHEAD trainers impacted their states/agencies through the high quality of training that they provided to early interventionists (hereafter referred to as AHEAD training), resulting in improved services to families, child care providers, and young children with disabilities. The technical assistance activities which included monitoring of training, assistance in planning training, loaning training resources, communicating by telephone, e-mail, and fax, on-site visit feedback and mentoring, and dissemination of Trainer's Tidings provided by AHEAD Outreach further enhanced AHEAD trainers' knowledge and skills and implementation of the AHEAD program.

AHEAD Outreach developed and disseminated awareness materials, user friendly training materials for AHEAD trainers, and resources to assist early intervention personnel in their work. These included:

- AHEAD Outreach printed overview (disseminated by the project)
- AHEAD Outreach awareness brochure (disseminated by the project)

- AHEAD Outreach awareness videotape (disseminated by the project and a private company, HOPE, Inc., Logan, UT)
- AHEAD Resource Manual (disseminated by HOPE, Inc., Logan, UT)
- Updated training content and activities in the AHEAD Trainer's Manual (disseminated by project to all AHEAD trainers)
- Videotape on providing services in the natural environment entitled, "*Tips on Creating Effective Visits*" (disseminated by HOPE, Inc., Logan, UT and Child Development Media, Van Nuys, CA)
- A Procedural Handbook for AHEAD trainers in coordinating and organizing training in their state/early intervention agency (disseminated by project to all AHEAD trainers)
- Monograph on Cultural Diversity (disseminated by HOPE, Inc., Logan, UT)
- AHEAD Home Study Assignment booklet for early interventionists to apply AHEAD training in providing services to families and child care providers (disseminated by project to all AHEAD trainers)

The effectiveness of AHEAD Outreach is evident from the data that was collected from AHEAD trainers who received AHEAD Trainers' Training from AHEAD Outreach personnel, early intervention personnel who received AHEAD training from AHEAD state trainers, and families and child care providers who received services from early intervention personnel trained in AHEAD.

In October 1998, a grant proposal was submitted to obtain funding to continue AHEAD Outreach. Unfortunately, the proposal was not approved. The grant proposal was resubmitted in 1999 and was funded through years 2000-2003.

III. TABLE OF CONTENTS

IV.	Final Report on Goals, Objectives, and Activities of the Project Over the Three Year Grant Period, October 1, 1996 to September 30, 1999 and the Grant Extension Period, September 30, 2000	1
V.	Conceptual Framework	11
VI.	Description of the Model and Participants	12
VII.	Methodological/Logistical Problems and How They Were Solved	14
VIII.	Evaluation Findings	16
IX.	Project Impact	17
X.	Future Activities	18
XI.	Assurance Statement	19
XII.	Appendices	20
	A. AHEAD Outreach Awareness Brochure	
	B. AHEAD Outreach Awareness Overview	
	C. Table of Contents, AHEAD Trainer's Manual	
	D. Table of Contents, AHEAD Trainer's Procedural Handbook	
	E. Table of Contents, Monograph on Cultural Diversity	
	F. Table of Contents, AHEAD Home Study Assignment Booklet	
	G. Table of Contents, AHEAD Resource Manual	
	H. AHEAD Resource Manual Flyer	
	I. AHEAD Trainers' Training Institutes: Titles/ Positions	
	J. AHEAD Trainers' Training Institutes: Ethnicity	
	K. 1999 AHEAD Instructors	
	L. AHEAD Trainer's Report example (completed)	

- M. AHEAD Training Agenda
- N. AHEAD Training Evaluations on Individual AHEAD State Trainers
- O. AHEAD Training Evaluations on AHEAD State Trainers (in total)
- P. AHEAD Training Evaluation Form
- Q. AHEAD Follow-up Questionnaire Form
- R. AHEAD Follow-up Questionnaire Evaluations on Individual AHEAD State Trainers
- S. AHEAD Follow-up Questionnaire Evaluation Data (in total)
- T. AHEAD Trainers' Training Institute Agenda
- U. AHEAD Trainer's Application (blank)
- V. AHEAD Trainer's Application (sample)
- W. AHEAD Trainers' Training Evaluation Form
- X. Service Satisfaction Surveys Forms (Parents) (Child Care Providers)
- Y. Service Satisfaction Surveys from Parents and Child Care Providers
- Z. AHEAD Trainers' Training Evaluations (individual trainings)
- AA. AHEAD Trainers' Training Evaluations (in total)
- BB. References

IV. FINAL REPORT ON GOALS, OBJECTIVES, AND ACTIVITIES OF THE PROJECT OVER THE THREE YEAR GRANT PERIOD, OCTOBER 1, 1996 TO SEPTEMBER 30, 1999 AND THE GRANT EXTENSION PERIOD, SEPTEMBER 30, 2000.

Objective 1: To create appropriate state, agency, and service provider awareness of the need for services delivered in natural settings to young children with disabilities, their families and child care providers, and of the services and resources available through Project AHEAD.

- At the beginning of each year of the three-year AHEAD Outreach project, Part C and CSPD Coordinators and specific early intervention agencies were contacted to determine their interest in participating in AHEAD Outreach. As each Trainers' Training Institute was scheduled, Part C and CSPD Coordinators and specific early intervention agencies were again contacted to determine their interest in participating in the Institutes.
- Telephone conferences were conducted to answer administrators' questions.
- Advertisements were placed in the SKI-HI Institute Newsletter, Trainer's Tidings Newsletter, and the early intervention journal, *Zero to Three* to notify early intervention personnel on upcoming AHEAD Trainers' Training Institutes.
- AHEAD Outreach staff were invited to present at the AAHBEI (American Association for Home-based Early Interventionists) Southeastern Conference in Chattanooga, Tennessee in 07/99, the CSPD Conference on Leadership and Change in Arlington, Virginia in 05/99, and the statewide Texas Interagency Council on Early Childhood Intervention Conference in Austin, Texas in 05/99.
- Awareness materials including a brochure (see Appendix A) and overview (see Appendix B) describing AHEAD Outreach procedures, resources, and the effectiveness of the program were disseminated to states, territories, and early intervention agencies. For those states, territories, and early intervention agencies that indicated interest in AHEAD

Outreach, an awareness videotape (with popcorn) was distributed to market AHEAD Outreach.

- AHEAD state trainers' evaluation summaries and follow-up questionnaire findings were disseminated to Part C and CSPD Coordinators, and trainers' supervisors/administrators of early intervention agencies.
- AHEAD materials were disseminated by the project and/or HOPE, Inc. to trainers and early interventionists. These included the AHEAD Outreach brochure, overview, videotape, AHEAD Trainer's Manual, a Procedural Handbook for AHEAD trainers, AHEAD Home Study Assignment Booklet, AHEAD Resource Manual, Monograph of Cultural Diversity, and *Tips on Creating Effective Visits* videotape.
- This report will be disseminated to the U.S. Department of Education and Utah State University.

Objective 2: To develop and disseminate user friendly resources and materials for AHEAD trainers for use with early intervention personnel.

- The AHEAD Outreach awareness brochure was developed, printed, and disseminated by the project to Part C and CSPD Coordinators, early intervention agencies, and newly trained AHEAD trainers (see Appendix A).
- The AHEAD Outreach overview was developed, printed, and disseminated by the project to Part C and CSPD Coordinators, early intervention agencies, and newly trained AHEAD trainers (see Appendix B).
- The AHEAD Outreach awareness videotape was developed to provide information on the AHEAD program and AHEAD Trainers' Training Institutes. It contains testimonials from early intervention administrators, early intervention personnel, and parents. The videotape was disseminated to newly trained AHEAD trainers, Part C and CSPD Coordinators and early intervention agencies by the project and will continue to be disseminated by HOPE, Inc.

- The AHEAD Trainer's Manual was updated to include new training content and activities, new transparencies, activity sheets, and handouts with attractive graphics for each of the training sections contained in the AHEAD Trainer's Manual. (See Appendix C for the Table of Contents of the AHEAD Trainer's Manual) Updated materials for each training section were sent to AHEAD trainers to enhance their training each year of the grant.
- The videotape, *Tips on Creating Effective Visits* was developed with animation and gives tips on providing services in the natural environment. It was used in AHEAD Trainers' Training and is disseminated through HOPE, Inc. and Child Development Media to AHEAD trainers, early intervention personnel, and other interested parties.
- A Procedural Handbook was developed for trainers to assist them in coordinating and organizing training in their state, region, or early intervention agency. All AHEAD trainers received a copy of the handbook and were given training on how to use it. (See Appendix D for the Table of Contents.)
- A Monograph on Cultural Diversity was developed through the help of writers across the country who had expertise and experience in this subject area. It is disseminated through HOPE, Inc. to AHEAD trainers, early intervention personnel, and other interested parties. (See Appendix E for the Table of Contents.)
- An AHEAD Home Study Assignment Booklet was developed to supplement AHEAD training conducted by AHEAD trainers for early intervention personnel. The booklet contains home study assignments for each of the AHEAD training sections. The assignments are designed to assist participants in applying the information they have received through AHEAD training. The use of the AHEAD Home Study Assignment Booklet by AHEAD trainers is optional. (See Appendix F for the Table of Contents.) The AHEAD Home Study Assignment booklet was disseminated to all AHEAD trainers.
- The AHEAD Resource Manual (2-volume set) was completed in 1997. It is a wonderful resource for early interventionists to use in their work with families and child care providers of children with disabilities, birth to three years of age in natural environments. It includes attractive visuals, activity sheets, handouts, and appendices. It is disseminated to early intervention personnel through HOPE, Inc. (See Appendix G for the Table of

Contents.) The AHEAD Resource Manual is also available in Spanish through the collaborative efforts of AHEAD Outreach and the Department of Health in San Juan, Puerto Rico.

A flyer was disseminated to Part C and CSPD Coordinators and early intervention agencies to announce the availability of this resource. (See Appendix H for AHEAD Resource Manual Flyer.)

Objective 3: **To implement a system of Certified State AHEAD Trainers to ensure continuity of AHEAD services in coordination with the state lead agency for Part H.**

- Through the awareness efforts of AHEAD Outreach (e.g., telephone, fax, awareness brochure, overview, and videotape), Part C and CSPD Coordinators and early intervention agencies requested AHEAD Outreach services. AHEAD Outreach assisted states and early intervention agencies in selecting participants to take part in AHEAD Trainers' Training Institutes. The selection criteria included: Individuals who are staff leaders, knowledgeable in current early intervention practices and the law, experienced in working with families, child care providers, and young children with disabilities in natural environments, organized, flexible and supportive, experienced and skilled in presenting to groups; and, training teams that include a parent of a child with disabilities, an individual who is knowledgeable about the cultures the state/agency serves, and early interventionists from various disciplines who can provide different perspectives, knowledge, and experiences. Training groups were diverse both in ethnicity and in job roles. See Appendix I and J for AHEAD state trainers' job position titles and ethnicity.
- Eight AHEAD Trainers' Training Institutes were conducted over the 3-year grant period. One hundred and five AHEAD state trainers were trained over this period of time. These included state training teams and individual trainers from early intervention agencies. AHEAD state trainers conducted AHEAD training in their states. (See Appendix K for 1999 AHEAD Instructor list – some trainers have relocated to other states.)

- Newly trained AHEAD trainers conducted AHEAD trainings in their state/early intervention agency from 1997 to 1999. These trainers completed AHEAD Trainer's reports after each training. See Appendix L for an example of a completed AHEAD Trainer's Report. See Appendix M for the AHEAD training agenda followed by these AHEAD state trainers. See Appendix N for training evaluation information on individual AHEAD state trainers. See Appendix O for training evaluation information on AHEAD state trainers, in total. Support telephone calls occurred every one to two months. The following needs were addressed through support telephone calls: providing recommendations for purchasing quality videotapes for training, providing additional materials for AHEAD awareness presentations, clarifying AHEAD training process, content, and materials, loaning of training videotapes, planning AHEAD training, sharing strategies in training "challenging" participants, and providing ways to improve training in the future. On-site observation which included training, support, and mentoring occurred with Puerto Rico, FL, NC, ID, MN, and UT.
- AHEAD state trainers received the Trainer's Tidings newsletter twice a year. Utah trainers were brought together 09/97 to discuss training activities and needs. In 07/98, an AAHBEI Southeast Regional Conference was held in Chattanooga, TN, sponsored by the SKI-HI Institute. A conference session on AHEAD Outreach was presented. Seven AHEAD state trainers from FL, MI, and TN attended. In 10/98, eight AHEAD state trainers were given the opportunity to receive a stipend to attend an AHEAD Trainer's update and workshop session on adult learning and training techniques presented by Carol Searce and Vicki Vivros. Trainers from Puerto Rico, Utah, Wisconsin, and Florida attended.
- By the end of the grant period, the states of Utah, Michigan, Tennessee, and Puerto Rico had established a statewide trainers system. Texas planned to have AHEAD Outreach conduct 3 more regional trainings in 1999. Because AHEAD Outreach was not refunded, only one region (Corpus Christi) was equipped with AHEAD state trainers.

Objective 4: To improve the ability of states to provide quality services through their CSPD staff development system with AHEAD implementation, support, follow-up, and technical assistance activities.

- At the beginning of each year of the grant (10/01/96, 10/01/97, 10/01/98), Part C and CSPD Coordinators received information on AHEAD Outreach. This included mailings of materials (e.g., brochure, overview, awareness videotape which described AHEAD Outreach training, procedures, and resources). Follow-up telephone calls were made after the mailings and as each AHEAD Trainers' Training Institute was scheduled, questions were answered about AHEAD Outreach to determine whether AHEAD Outreach would meet states' identified needs. The Training Coordinator from Texas observed the AHEAD Trainers' Training Institute in 03/99 to determine if AHEAD Outreach would meet the training needs of Texas.
- AHEAD state trainers were monitored through AHEAD Trainer's Reports (See Appendix L) and support telephone calls which occurred every one to two months. Needs that were documented and addressed included: providing recommendations for purchasing videotapes for training, providing additional materials for AHEAD awareness presentations (e.g., AHEAD awareness brochures), clarifying the AHEAD training process, content, and materials, loaning of training videotapes, planning AHEAD training, sharing strategies in training "challenging" participants, and giving ideas on how to improve training in the future.
- A mailing list of AHEAD state trainers was maintained and distributed among AHEAD trainers at training and through the newsletter, Trainer's Tidings. (See Appendix K for 1999 AHEAD Instructors.) Part C and CSPD Coordinators were notified in writing of AHEAD trainers in their state to assist them in utilizing services.
- Newly trained AHEAD trainers conducted AHEAD trainings in their state/early intervention agency from 1997 to 1999. The AHEAD state trainers collected evaluation data. (See Appendix P for AHEAD Training Evaluation form.) (See Appendix N for AHEAD Training Evaluations on individual AHEAD state trainers and Appendix O for AHEAD Training Evaluations on AHEAD state trainers, in total.) Participants who received training from AHEAD state trainers completed follow-up questionnaires two months after the training. (See Appendix Q for AHEAD Follow-up Questionnaire form.) This information was obtained to show how AHEAD was being implemented. (See Appendix R for AHEAD Follow-up Questionnaire Evaluation Data on individual AHEAD state trainers.) (See Appendix S for AHEAD Follow-up Questionnaire Evaluation Data, in

total.) This data was distributed to the Part C and CSPD Coordinators and Directors/Coordinators of early intervention programs that had an AHEAD state trainer(s) conduct training.

Objective 5: **To assist early interventionists in acquiring skills and understanding needed in family-centered practices and collaborative parent-professional partnerships which enable the family to become the life-long advocate for their child with disabilities.**

- Eight AHEAD Trainers' Training Institutes were conducted over the 3-year grant period. One hundred and five AHEAD trainers were trained over this period of time. These included state training teams and individual trainers from early intervention agencies. (See Appendix K for list of 1999 AHEAD Instructors.) The training included adult learning principles and interactive learning activities. (See Appendix T for AHEAD Trainers' Training Institute Agenda.)
- AHEAD state trainers were monitored to ensure they were implementing family-centered practices and partnershiping in their trainings. This was done through AHEAD Trainer's Reports, training evaluations, on-site observation of trainers and support telephone calls that occurred every one to two months.
- Participants who received training from the AHEAD state trainers completed AHEAD training evaluations. (See Appendix P for AHEAD Training Evaluation form.) (See Appendix N for AHEAD Training Evaluations on individual AHEAD state trainers and Appendix O for AHEAD Training Evaluations on AHEAD state trainers, in total.) Although newly trained AHEAD state trainers were instructed to forward their evaluations and training reports to the SKI-HI Institute, trainers from some states did not follow through with these requests. Telephone contact was maintained, however.
- AHEAD resources that were developed through the project were made available to newly trained trainers and their training participants. AHEAD Trainers' Training Institutes and AHEAD training facilitated the distribution of materials. AHEAD state trainers used the AHEAD Trainer's Manual and the AHEAD Resource Manual throughout AHEAD

Trainers' Training. AHEAD Outreach staff showed AHEAD state trainers how to use the Procedural Handbook and the videotape, *Tips on Creating Effective Visits* to assist them in their training. In addition, AHEAD resources were displayed at AHEAD Trainers' Training Institutes. AHEAD state trainers were strongly encouraged to have an AHEAD Resource Manual for each participant at their trainings. AHEAD resources were marketed through HOPE, Inc.. Flyers and catalogs were disseminated and notices placed in the SKI-HI Newsletter and the Trainer's Tidings Newsletter so AHEAD state trainers, their participants, and other interested people were aware of the availability of AHEAD resources. The AHEAD website provides information on the project as well as the resources available.

- Participants who received training from AHEAD state trainers completed follow-up questionnaires two months after the training. This information was obtained to show how AHEAD was being implemented. (See Appendix Q for AHEAD Follow-up Questionnaire Form.) (See Appendix R AHEAD Follow-up Questionnaire Evaluation Data on individual AHEAD state trainers.) (See Appendix S for AHEAD Follow-up Questionnaire Evaluation Data, in total.)

Objective 6: **To build the capacity of states to develop an individualized implementation of AHEAD programming by collaboratively assessing state and local needs, promoting interagency coordination, developing agency and state commitment of resources to provide AHEAD services, and developing and carrying out plans for implementation.**

- Through correspondence to Part C and CSPD Coordinators and Directors/Coordinators of early intervention programs (e.g., letters, brochures, and overview describing AHEAD Outreach training content, procedures, and resources; telephone discussions and faxes), the AHEAD awareness videotape, and observing AHEAD Trainers' Training, states/early intervention agencies and AHEAD Outreach staff determined whether AHEAD Outreach and the state/early intervention agency were a match in meeting the state's/early intervention program's training needs. AHEAD Outreach staff added training content to AHEAD Trainers' Training to address specific state's/early intervention program's needs. Examples of this include providing additional material on providing services in the natural

environment and safety issues for early intervention personnel.

- Potential implementation "sites" (states, regions, early intervention agencies) were identified and confirmed through the state's/region's/early intervention program's keen interest, need for AHEAD Outreach, and commitment in following the AHEAD program philosophy. The AHEAD Trainer Application also confirmed the commitment of the AHEAD Trainer's Training participant and his or her administrator. (See Appendix U for AHEAD Trainer's Application and Appendix V for example.)
- AHEAD Outreach staff worked closely with states' existing Part C and CSPD Systems to assist them in implementing the AHEAD program. One example of this was a one week on-site visit conducted in Puerto Rico to assist them in carrying out plans for AHEAD implementation and moving from a medical model to providing services in the natural environment. Meetings and training were conducted with administrative personnel and direct service providers to assist them in this process. Initially, 7 AHEAD trainers were trained and later, when Puerto Rico was ready for full implementation, 24 more AHEAD trainers were trained.
- AHEAD Outreach staff provided technical assistance to states/early intervention agencies to assist them in implementing the AHEAD program. The most significant technical assistance activity in promoting implementation was on-site observations of newly trained AHEAD trainers which included training, support, and mentoring with trainers from Puerto Rico, MN, ID, FL, NC, and UT.
- AHEAD Outreach helped provide materials for states and early intervention agencies implementing AHEAD. At AHEAD Trainers' Training, AHEAD Outreach paid for half of the cost of the AHEAD Trainer's Manual for each training participant. The AHEAD Procedural Handbook and the AHEAD Home Study Assignment Booklet were provided free of cost. When a state or early intervention agency could not afford the training videotapes, AHEAD Outreach would loan training videotapes. Other materials developed by AHEAD Outreach (AHEAD awareness videotape, AHEAD Resource Manual, Monograph of Cultural Diversity, and the *Tips on Creating Effective Visits* videotape) are advertised and marketed through HOPE, Inc..

Objective 7: To evaluate the impact of AHEAD Outreach services on children, families, child care providers, and early intervention agencies and personnel and the effectiveness of the AHEAD Outreach system.

- Evaluation forms were developed to evaluate the impact of AHEAD Outreach. AHEAD Trainers' Training Institutes conducted by AHEAD Outreach staff were evaluated. (See Appendix W for the AHEAD Trainers' Training Evaluation Form.) AHEAD trainings conducted by AHEAD state trainers were evaluated. (See Appendix P for AHEAD Training Evaluation form.) An AHEAD Follow-up Questionnaire Form was developed to note the implementation of the AHEAD program. (See Appendix Q) Service Satisfaction Surveys for Parents and Child Care Providers were developed to note the impact that AHEAD Outreach was making on families and child care providers who received services from an individual who received AHEAD training (See Appendix X for the Service Satisfaction Survey Forms.)
- According to the evaluation data received, AHEAD was well received. (See Appendix N for AHEAD Training Evaluations on Individual AHEAD State Trainers, Appendix O for AHEAD Training Evaluations on AHEAD State Trainers (in total), Appendix R for AHEAD Follow-up Questionnaire Evaluations on Individual AHEAD State Trainers, Appendix S for AHEAD Follow-up Questionnaire Evaluation Data (in total), Appendix Y for Service Satisfaction Survey Information from Parents and Child Care Providers, Appendix Z for AHEAD Trainers' Training Evaluations (individual trainings) and Appendix AA for AHEAD Trainers' Training Evaluations (in total).
- AHEAD Outreach provided training in data collection and submission at AHEAD Trainers' Training Institutes. AHEAD state trainers were instructed to complete and submit an AHEAD Trainer's Report, attendance sheet, agenda, and evaluations after each training they conducted. They were also shown how to provide training in collecting and submitting child data for their training participants. Unfortunately, so little child data was collected and submitted by participants (trained by AHEAD state trainers) that the summarized data was not significant. Therefore, it is not given in this report.
- The data collected from AHEAD Trainers' Training Institutes, AHEAD training, Follow-up Questionnaires, and Service Satisfaction Surveys from Parents and Child Care

Providers provided valuable information to make changes to improve AHEAD Outreach. One such change was the length of the training. Participants felt that 5 days was too long so the project adjusted the training so it could be conducted within a shorter number of days.

V. CONCEPTUAL FRAMEWORK FOR THE PROJECT

AHEAD is based on the concept of providing services to infants, toddlers, and young children with non-categorical disabilities, ages birth to three years and their care givers in the home, the child care setting, or wherever the child is located. AHEAD was designed to be implemented within existing early intervention agencies to support them. This was done by using a "Train the Trainer" model of training and dissemination.

Specific needs and problems addressed by AHEAD Outreach are discussed below:

1. The effect of disabilities on the child and family and the need for intervention.

Families with young children with disabilities need support to promote their child's development at a critical time in their child's life. Intervention is needed which is collaborative, individualized, family-centered, and culturally relevant.

2. The need to train early intervention personnel in delivering effective services to families and child care providers of children with disabilities in natural settings.

There is a need for states to provide for personnel development that will fully prepare early intervention staff to provide early intervention services to families and care givers of children with disabilities, birth to three in the natural environment. These competencies and skills include uniqueness in development and learning during the infancy period which requires appropriate assessments, curricula, and instructional strategies, the importance of the family during this developmental period with implications for appropriate service delivery, and the increased need for coordinating interdisciplinary and interagency services (CEC, 1984).

3. The need for specialized training of child care providers

There has been a substantial increase in the number of mothers who have entered the labor force, especially for women with children under six years of age. As a result, there has been an increase in demand for child care for children with and without disabilities. As the need for child care increases, so do child care providers' needs increase for new ideas and skills to prepare them for inclusion and to integrate sound early childhood and special education practices (Wesley, 1994). There is an urgent need to deliver direct services to child care personnel to train and support them in caring for children with special needs (Bruder, Staff, & McMurrer-Kaminer, 1997).

VI. DESCRIPTION OF THE MODEL AND PARTICIPANTS

The purpose of the AHEAD program is to provide services to infants, toddlers, and young children with non-categorical disabilities (a child who has a diagnosed disability or meets the state's eligibility criteria for early intervention services), ages birth to three years and their care givers in the natural environment - the home, child care setting, or wherever the child is located.

AHEAD is tailored to the home environment where intervention can best be individualized to the family, child, and interactive family systems. The input and involvement of family members in planning activities within the home that the family and/or child will enjoy and participate in and that honor and respect the family's cultural beliefs, customs, and behaviors is most important to the success of the intervention process.

AHEAD addresses the need for training and support of child care providers through visits to the child care setting by a service provider. The service provider and child care provider work in a collaborative partnership by identifying and prioritizing the needs and interests of the child care provider. The service provider addresses these concerns and interests in such a way that is appropriate for the child care provider in his or her setting and situation. These include discussion of information and skills, demonstration of (and feedback of) skills and techniques within the child care routine; providing resource materials, and conducting a group inservice or a combination of these.

The service provider uses the AHEAD Resource Manual (disseminated through a private

company, HOPE, Inc.) which contains both background information in working effectively with families and child care providers of young children with disabilities and topics in developmental areas to use with families and child care providers. (See Appendix G for the Table of Contents.)

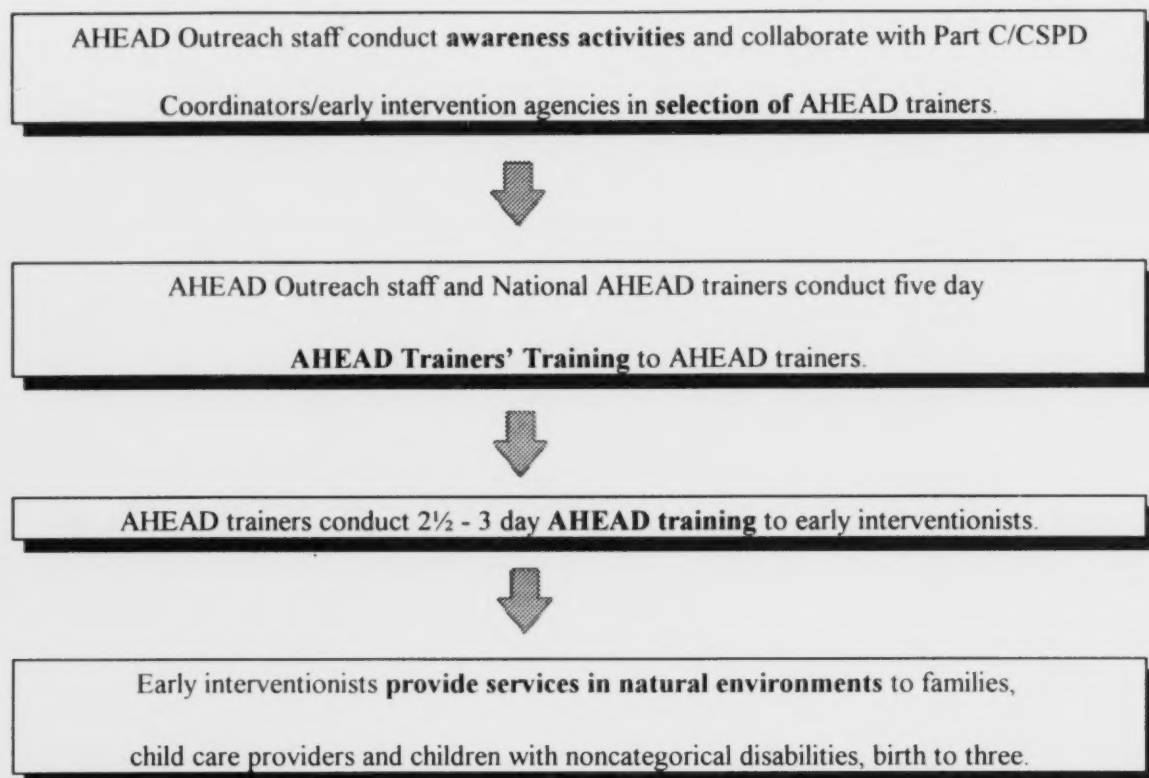
AHEAD Outreach provides training by using a "Train the Trainer" model. (See Figure 1: Model of Training on the next page.) AHEAD Outreach staff work with Part C and CSPD Coordinators and early intervention agencies to identify individuals to be trained as AHEAD state trainers. Training participants represent various disciplines and cultural backgrounds as indicated in Appendix I and J. At AHEAD Trainers' Training, participants receive an AHEAD Trainer's Manual which is designed specifically for trainers in an easy-to-use format to train early intervention personnel. They also receive an AHEAD Procedural Handbook and AHEAD Home Study Assignment Booklet to assist them in their training. Participants who complete the 4-day AHEAD Trainers' Training Institute are certified as AHEAD Trainers and return to their states/early intervention agencies equipped to train early intervention personnel in AHEAD content, procedures, and resources.

The AHEAD Trainers' Training Institutes are conducted by National AHEAD Trainers who use a variety of training methods: lecture, small and large group discussions, hands-on experiences, role-playing, energizers, games and multimedia presentations. (See Appendix T for the AHEAD Trainers' Training Agenda.) Technical assistance is provided by AHEAD Outreach staff through on-site visits, responding to requests (e.g., loaning of training materials) and telephone, fax, and e-mail communication as trainings are planned and conducted by the AHEAD state trainers.

The desired outcome of AHEAD Outreach is to assist state Part C and CSPD staff development systems with training so families, care givers, and young children with disabilities, birth to three receive services of the highest quality.

Figure 1:

Model of Training



VII. METHODOLOGICAL/LOGISTICAL PROBLEMS AND HOW THEY WERE RESOLVED

Challenge 1:

The grant stated that the AHEAD Trainers' Training Institutes would be conducted at the SKI-HI Institute, Utah State University in Logan, Utah. Because it was more economical for some states and a territory to bring the three National AHEAD Trainers to their location than to send more than 15 participants to Logan, AHEAD Trainers' Training Institutes were conducted in Michigan, Texas, and Puerto Rico.

Challenge 2:

As AHEAD Trainers' Training Institutes were conducted, evaluations indicated that the training was too long. In responding to the feedback received, the AHEAD Outreach staff reworked the agenda so AHEAD Trainers' Training Institutes could be done in 4 days rather than 5. Texas requested a 3-day period so again, the training was redesigned so it could accommodate this group.

Challenge 3:

AHEAD Outreach was not receiving training data (e.g., AHEAD Trainer's Reports, evaluation data, attendance lists, agenda) from AHEAD state trainers. AHEAD Outreach staff increased their monitoring efforts through phone calls and correspondence to receive this vital information. Unfortunately, very little child data was received despite the efforts made by the AHEAD Outreach staff. Because of the different "tiers" involved in Project AHEAD Outreach, staff were directly involved with AHEAD state trainers and not early interventionists (who were trained by AHEAD state trainers), making it difficult to receive child data.

Challenge 4:

Because AHEAD Outreach was not refunded, it appeared that AHEAD state trainers would not receive technical support from the project. Through the no cost extension and the monies available, AHEAD Outreach addressed these needs.

Departures from Original Objectives or Planned Activities

Listed below are some of the changes made in project strategies, activities, and outcomes.

AHEAD Trainers' Training Institutes

The original dates for the AHEAD Trainers' Training Institutes were 05/20-24/97, 06/24-28/97, and 07/22-26/97. Because of the time that was involved in completing the AHEAD Resource Manual using desktop publishing, the training was delayed. Training could not be done without this resource. As a result, the first training occurred 08/04/97. AHEAD Outreach contacted the Project Officer to make her aware of this change. In Year 2 of the grant, three trainings were conducted and in Year 3, four trainings were conducted.

Certification of AHEAD State Trainers

Originally, certifying trainers was to occur after the trainers had completed one training and monitoring had occurred. AHEAD Outreach staff decided to change this so trainers would receive their certificate on the last day of the AHEAD Trainers' Training Institute. The reasons for this are because participants work hard during the training and practice their training skills. (They are observed training a portion of the AHEAD program during AHEAD Trainers' Training.) In five years, recertification occurs after documented proof that trainers are training and are receiving favorable training evaluations.

Site Development/Technical Assistance/Monitoring/Follow-up

According to the budget, there were to be 6 trips per year for 2 days each. AHEAD Outreach staff provided technical assistance and support according to the needs of the states, early intervention agencies, and AHEAD state trainers. AHEAD Outreach staff provided fewer trips but more days in order to provide more comprehensive technical assistance. For example, the support given to Puerto Rico in moving from a medical model to providing services in the natural environment involved AHEAD meetings and trainings over a period of a week. AHEAD state trainers in other states requested AHEAD Outreach staff to assist with planning training, again involving more than 2 days.

VIII. EVALUATION FINDINGS

AHEAD Outreach collected and analyzed data over the course of the three year grant period. The findings are summarized as follows:

- Appendix N: AHEAD Training Evaluations on Individual AHEAD State Trainers
- Appendix O: AHEAD Training Evaluations on AHEAD State Trainers (in total)
- Appendix R: AHEAD Follow-up Questionnaire Evaluations on Individual AHEAD State Trainers
- Appendix S: AHEAD Follow-up Questionnaire Evaluation Data (in total)
- Appendix Y: Service Satisfaction Surveys from Parents and Child Care Providers
- Appendix Z: AHEAD Trainers' Training Evaluations (individual trainings)
- Appendix AA: AHEAD Trainers' Training Evaluations (in total)

IX. PROJECT IMPACT

State-of-the-Art Materials

AHEAD Outreach developed valuable resources which are very useful to AHEAD state trainers and early intervention personnel in their work. These include:

- AHEAD Resource Manual for early interventionists (See Appendix G for Table of Contents)
- AHEAD Trainer's Manual for AHEAD state trainers (See Appendix C for Table of Contents)
- AHEAD Trainer's Procedural Handbook for AHEAD state trainers (See Appendix D for Table of Contents)
- Monograph of Cultural Diversity for early intervention personnel (See Appendix E for Table of Contents)
- AHEAD Home Study Assignment Booklet for AHEAD state trainers (See Appendix F for Table of Contents)
- *Tips on Creating Effective Visits* videotape for AHEAD state trainers and early intervention personnel

Training

AHEAD Outreach conducted 8 AHEAD Trainers' Training Institutes. (See Appendix T for AHEAD Trainers' Training Institute Agenda.) AHEAD state trainers provided AHEAD training to early interventionists in their state. (See Appendix M for AHEAD Training Agenda.) Both the AHEAD Trainers' Training Institutes and AHEAD trainings were well received as indicated by the evaluation data in Appendices N, O, R, S, Y, Z, and AA.

Technical Assistance

AHEAD Outreach was successful in addressing the technical assistance needs of the AHEAD state trainers, states, and early intervention agencies. These included support telephone calls every one to two months to AHEAD trainers during which their activities were documented, and their needs identified and addressed; assistance in planning training; loaning training resources to agencies who had not yet built up a supply of materials because of financial constraints; on-site feedback and mentoring; dissemination of SKI-HI Trainer's Tidings newsletter twice a year. On-site technical assistance visits were provided to the states of MN, ID, NC, FL, UT, and Puerto

Rico, as requested. One of the most successful technical assistance activities was with Puerto Rico to help them move from a medical model to providing specialized services within the natural environment.

X. FUTURE ACTIVITIES

The AHEAD Outreach Project Director wrote a grant application through EEPD to continue AHEAD Outreach efforts for 1999-02 to meet the needs of other states and territories that had not yet had the opportunity to participate with AHEAD Outreach. Unfortunately, this grant proposal was not refunded. The only way a state, territory, or early intervention program could receive AHEAD Trainers' Training during 1999-00 was by contracting with the SKI-HI Institute. Since there is a network of AHEAD state trainers across the country, AHEAD training for early intervention personnel was able to continue during 1999-00.

The grant proposal was resubmitted and funded for years 2000-03.

Activities: No Cost Extension

Technical assistance activities were the focus of the no cost extension period. These included:

- Supporting AHEAD trainers through telephone, e-mail, and fax communication by problem solving training "situations," providing training ideas and techniques, and answering questions concerning AHEAD training procedures and logistics.
- Purchasing of training resources (e.g., Creative Training Newsletter) to update AHEAD state trainers on new training ideas and techniques.
- Assistance in planning AHEAD training (by telephone and on-site) and loaning training materials (e.g., videotapes) to AHEAD trainers.
- Reviewing AHEAD Trainer reports and evaluations and providing feedback.
- Disseminating SKI-HI Trainer's Tidings newsletter containing ideas on training content, techniques, and new resources available.

- Attending the Smoky Mountain Institute Conference, February 2000, in Asheville, NC to obtain up-to-date information on providing services in the natural environment.
- Attending Texas Statewide Early Childhood Intervention Conference, May 2000 on natural environments.
- On-site training, June 2000, to AHEAD trainers on providing services in natural environments.
- Responding to inquiries on AHEAD training schedules in specific states, ordering information for AHEAD resources, and requests for training materials.

XI. ASSURANCE STATEMENT

AHEAD Outreach confirms that the full text of this report is being sent to ERIC and that copies of the title page, overview, and summary have been sent to the others addressed on the attached sheet.

NOTE: References in this final report are found in Appendix BB.

APPENDICES

-20-

Appendix A

AHEAD Outreach Awareness Brochure

Training Institute

Participants will receive the
AHEAD Trainer's Manual
which includes information on

- Background & History of AHEAD
- Organization of AHEAD Trainers Manual
- How to Plan AHEAD Training
- Use and Purpose of Ice Breakers during Training
- Adult Learning Principles
- Training Tips
- Understanding the Family & Involving Fathers, Siblings, & Grandparents
- Roles/Characteristics of Service Providers
- Parents as Partners
- Cultural Awareness: Increasing Sensitivity in Working with Culturally Diverse Families
- Gathering Information to Identify Family Concerns and Resources
- Meeting the Family's Immediate Needs
- Understanding the Grieving Process and Helping Families Cope
- Bridging the Gap: Delivering Services to Child Care Providers Who Care for Young Children with Disabilities

AHEAD Resources Available:

The AHEAD Resource Manual contains information, activities, and materials necessary for complete service delivery to families and child care providers. The topics include sample discussions, visuals, activities, and handouts to use with families and child care providers in the following areas:

- | | |
|--|-------------|
| Communication | Language |
| Motor | Play/Social |
| Self-Help | |
| (feeding, toilet training, grooming, dressing) | |



For more information on the AHEAD Program, Contact Lori Rowan at:

SKJ-HI Institute
Utah State University
Logan, UT 84322-1900

(801) 752-4601, ext. 242
After September 30, 1997 the
telephone number will change to
(435) 797-5600.

AHEAD (At Home & At Day Care)
SKJ-HI Institute
Logan, UT 84322-1900

At
Home
&
At
Day Care



AHEAD Outreach offers a 5-day
"Train the Trainer" Workshop
for Early Interventionists who Work
with Families and Child Care Providers

SKJ-HI Institute
Logan, UT 84322-1900

Funded by:
U.S. Department of Education,
Office of Special Education
Early Education Program for Children with Disabilities

What Is AHEAD (At Home & At Day Care)?

AHEAD is a comprehensive program that provides services to families and child care providers of young children with disabilities, birth to three years of age. Services are delivered in the child's natural environment including the home and child care setting.

5 days of wonderful, interactive, informative training which prepares trainers to train early interventionists in their own state in the implementation of AHEAD procedures and resources. Participants will receive certification as AHEAD trainers and 3 credit hours from Utah State University.

Who Can Attend?

AHEAD staff works with Early Intervention Agencies, Part H & CSPD (Comprehensive System of Personnel Development) Coordinators to identify participants.

What Support Will Be Given To Trainers After Training?

AHEAD staff will provide on-site support or telephone consultation to newly trained trainers.

What Costs Are Involved?

The cost will be shared with the SKI-HI Institute.

Where Will Training Be Held?



Training will be held at the SKI-HI Institute located on the beautiful campus of Utah State University, Logan, Utah.

TOP TO BENEFITS STATES & AGENCIES WILL RECEIVE FROM AHEAD "TRAINERS' TRAINING"



10. A certified AHEAD trainer prepared to train early intervention personnel in their home state.
9. The Trainer's Manual which includes training packages that are designed in such a way that trainers can easily follow.
8. Training ideas for more effective home-based services to families of children with disabilities, birth - 3.
7. Ways to work with child care providers who provide care for children with disabilities.
6. Information on family structure and involving family members.
5. Tools for gathering information and identifying basic family needs.
4. Information on grieving and providing emotional support.
3. Ways to empower families through partnership with them.
2. An awareness of sensitive issues when working with culturally diverse families.
1. FUN!!! Opportunities to laugh, learn, meet other early interventionists, and experience the unique beauty of Utah.

Applause & Appreciation from Participants

"This was the best Trainers' Training I have had. I feel well prepared to use the materials and to do the training."

"The creativity and organization of the training was superb. Also, the compassion and caring nature of the group was something I will carry with me for a very long time. These trainers have a love for one another and for special needs children that truly sets them apart."

"We are in need of such enthusiasm and new perspectives of training. This was the height of demo of excellent training techniques with people who have diverse backgrounds."

Appendix B

AHEAD Outreach Awareness Overview



AHEAD

At Home & At Daycare

*Presented by the SKI-HI Institute
Utah State University
6500 Old Main Hill
Logan, UT 84322-6500
435•797•5588 or 435•797•5580 fax*

Rational

In responding to the changing needs of early intervention agencies and service providers, the SKI-HI Institute developed a state-of-the-art best practices program, AHEAD (At Home & At Day Care). The purpose of this program is to provide services to infants, toddlers, and young children with non-categorical disabilities (a child who has a diagnosed disability or meets the state's eligibility criteria for early intervention services), ages birth to three years and their caregivers in the natural environment - the home, the child care setting or wherever the child is located.

Young children with disabilities present a unique challenge to their families and child care providers, and to personnel who provide early intervention services. Children, families, and child care providers need effective intervention strategies delivered by a team of knowledgeable service providers.

The Americans with Disabilities Act (ADA) has altered the field of child care in significant ways. All child care facilities must comply (exceptions are child care centers run by churches and private clubs) with the provisions of the ADA and accept children with disabilities. Providing care to children with disabilities can be a frightening and challenging experience for child care providers who are untrained, inexperienced, and have little support.

AHEAD assists service providers in meeting the needs of children, families, and child care providers and bridges the gap between the family and the child care provider.

Description

AHEAD intervention services are delivered to the family in the home and to child care providers in their settings by a service provider.

The service provider works in a collaborative partnership with the family in identifying needs, concerns, and interests by using a family focused interview/conversation/chat and the AHEAD Menu of Information and Strategies to offer choices to the family. At the same time, the Individual Family Service Plan (IFSP) is developed collaboratively. The service provider works and plans with the family and other team members to gain information about the child and family to provide the necessary resources and skills that will enable family members to understand and creatively deal with their child and to promote the child's optimal development in the areas needed. The service provider also serves as a support in coping with the feelings that parents of a child with disabilities often have.

AHEAD is tailored to the home environment where intervention can best be individualized to the family, child, and the interactive family systems. The input and involvement of family members in planning activities within the home that the family

and/or the child will enjoy and participate in and that honor and respect the family's cultural beliefs, customs, and behaviors is most important to the success of the home intervention process.

AHEAD addresses the need for training and support of child care providers through visits to the child care setting by a service provider. The service provider and child care provider work in a collaborative partnership by identifying and prioritizing the needs and interests of the child care provider. The service provider addresses these concerns and interests in such a way that is appropriate for the child care provider in his or her setting and situation. These include discussion of information and skills, demonstration of (and feedback of) skills and techniques within the child care routine; providing printed, audiovisual, and other resource materials, conducting a group inservice or a combination of these.

The service provider uses the AHEAD Resource Manual which contains both background information in working effectively with families and child care providers of young children with disabilities and topics in developmental areas to use with families and child care providers:

◆ **What is AHEAD** - This section provides information on the history of Project AHEAD and describes the AHEAD program.

◆ **Understanding the Family and Involving Fathers, Siblings, and Grandparents** - This section helps service providers understand family structure, individual family members, and discusses ways to work more effectively with fathers, siblings, and grandparents in the early intervention process.

◆ **Roles and Characteristics of Service Providers** - This section describes the characteristics that successful service providers possess and the different roles that service providers play which contribute to their effectiveness in working with families, child care providers and young children with disabilities.

◆ **Parents as Partners** - This section discusses the important role that parents have in a parent-professional partnership. It describes ways to help service providers develop more effective partnerships with the families they serve.

◆ **Cultural Awareness: Increasing Sensitivity in Working With Culturally Diverse Families** - This section gives an awareness of issues that service providers may encounter as they work with families of other cultures.

◆ **Gathering Information to Identify Family Concerns and Resources** - This section describes different ways service providers can assist families in identifying family's concerns, priorities, and resources. By having a variety of approaches to use, families are able to share information in a way that is comfortable for them.

◆ **Meeting the Family's Immediate Needs** - This section helps service providers to become more aware of family's basic survival needs, (e.g., shelter, food, clothing) and nurturing needs, (e.g., enjoying the child, comforting the child). It gives suggestions on ways to address these needs.

◆ **Understanding the Grieving Process and Helping Families Cope** - This section discusses the grieving process that parents may go through and suggests ways to support families during the process.

♦**Creating Effective Home Visits** - This section provides guidelines and information to assist service providers in conducting effective home visits. It also gives some helpful ideas in handling specific issues and challenging situations (e.g., working with teenage parents, child abuse and neglect).

♦**Bridging the Gap: Delivering Services to Child Care Providers Who Care for Young Children with Special Needs** - This section gives service providers a better understanding of different types of child care settings and how to identify child care providers' needs and interests. It also discusses ways to deliver effective services in busy child care settings.

♦**Communication Topics** - These topics enable the family and child care providers to develop ways of interacting that encourage the child's early communication.

♦**Language Topics** - These topics assist families and child care providers in enhancing skills that create a natural, stimulating environment that encourage language through interactions and conversations.

♦**Motor Topics** - These topics provide information on the development of motor skills and activities to facilitate a child's fine and gross motor skills.

♦**Play/Social Topics** - These topics assist families and child care providers in enhancing skills that encourage the child's social development through social interactions and play.

♦**Feeding Topics** - These topics provide parents and child care providers with information on feeding development, feeding techniques, equipment and ideas to enhance a child's feeding/eating skills.

♦**Toilet Training Topics** - These topics provide information on when to begin a toileting program, basic techniques and ideas to try in a toileting program, and ways to troubleshoot.

♦**Dressing Topics** - These topics provide parents and child care providers with ways to help a child become more independent in dressing.

♦**Grooming Topics** - These topics provide information on grooming skill development in infants and young children, and ways to make grooming easier and fun.

How is AHEAD unique?

- ✓ AHEAD interfaces with existing early intervention programs
- ✓ AHEAD provides services and support to families and child care providers and bridges these services
- ✓ AHEAD emphasizes an ongoing partnership
- ✓ AHEAD has state-of-the-art resources and materials.

AHEAD Trainer's Training

AHEAD Outreach provides training by using a "Train the Trainer" model. AHEAD personnel work with state agencies, Part C, CSPD (Comprehensive System of Personnel Development) Coordinators to identify individuals to be trained as state trainers. Participants come to the SKI•HI Institute, Utah State University, Logan, Utah for a 4-day Training Institute which covers the following:

- ♦ Background & History of AHEAD
- ♦ Organization of the AHEAD Trainer's Manual

- ◇ Planning AHEAD Training
- ◇ Icebreakers and Energizers
- ◇ Adult Learning Principles
- ◇ Introduction to AHEAD Training
- ◇ Understanding Families and Involving Fathers, Siblings, and Grandparents
- ◇ Role and Characteristics of Service Providers
- ◇ Parents as Partners
- ◇ Increasing Sensitivity in Working With Culturally Diverse Families
- ◇ Gathering Information to Identify Family Concerns and Resources
- ◇ Meeting the Family's Immediate Needs
- ◇ Understanding the Grieving Process and Helping Families Cope
- ◇ Creating Effective Home Visits
- ◇ Delivering Services to Child Care Providers
- ◇ AHEAD Topics which include:
 - Communication Topics
 - Language Topics
 - Motor Topics
 - Play/Social Topics
 - Feeding Topics
 - Toilet Training Topics
 - Dressing Topics
 - Grooming Topics
- ◇ Training Tips
- ◇ Evaluation of Training, Follow-Up, Training Report, Materials
- ◇ Mini Presentations by Participants
- ◇ Credit Registration
- ◇ Closure of Training
- ◇ Evaluation

The Training Institutes are conducted by National AHEAD Trainers who use a variety of training methods: lecture, small and large group discussions, hands-on experiences, role-playing, problem-solving, energizers, games and multimedia presentations.

Training participants who become State AHEAD Trainers receive an AHEAD Trainer's Manual which is designed

specifically for trainers in an easy-to-use format to train early intervention personnel.

Upon completion of training, participants are certified as AHEAD Trainers and return to their states equipped to train early intervention personnel in AHEAD procedures and resources. Technical assistance is provided by AHEAD personnel through on-site and telephone support as training is conducted by the newly trained trainers in their home states.

What AHEAD/SKI•HI Provides

- * National Trainers
- * Training Facilities
- * Shared cost (50%) of one set of AHEAD Training Manuals

What State Provides

- * State Training Participants
- * Airfare (if appropriate)
- * Shared cost (50%) of one set of AHEAD Training Manuals
- * One set AHEAD Resource Manuals
- * Lodging and Meals (5 days)

Outcome

The desired outcome of AHEAD Outreach is to assist state Part C early intervention personnel and CSPD staff development systems with training so families and child care providers of young children with disabilities receive services of the highest quality.

For more information on AHEAD, contact Lori Rowan at the SKI•HI Institute, Utah State University, 6500 Old Main Hill, Logan, UT 84322-6500 or call (435) 797-5588.

Appendix C

Table of Contents: AHEAD Trainer's Manual

AHEAD TRAINER'S MANUAL

Table of Contents

Volume 1

- I. Introduction to the AHEAD Trainer's Manual
- II. Recertification of AHEAD Trainers
- III. An Overview of Adult Learning Principles
- IV. Planning AHEAD Training
 - Appendix A:* Agency/Program Profile
 - Appendix B:* Overview of AHEAD Training
 - Appendix C:* Participant Information Sheet
 - Appendix D:* Sample Agenda
 - Appendix E:* Checklist for Facility and Equipment
 - Appendix F:* Ordering Information for Resources Useful for AHEAD Training
 - Appendix G:* AHEAD Training Announcement
 - Appendix H:* Attendance Sheet
 - Appendix I:* AHEAD Services, Trainers' Tracking Form
 - Appendix J:* AHEAD Support Checklist
 - Appendix K:* Trainers' Report
- V. Tips for Conducting Training
- VI. Welcome, Icebreaker, and Agenda
 - Appendix A:* Icebreakers
- VII. AHEAD Data Collection
- VIII. Evaluation of Training
 - Appendix A:* AHEAD Training Evaluation
 - Appendix B:* AHEAD Follow-Up Questionnaire
 - Appendix C:* Satisfaction Surveys: Parents and Child Care Providers

Volume 2

- IX. Introduction to AHEAD Training
- X. Understanding the Family and Involving Fathers, Siblings, and Grandparents
- XI. Roles and Characteristics of Service Providers

- XII. Parents as Partners
- XIII. Cultural Awareness: Increasing Sensitivity in Working with Culturally Diverse Families
- XIV. Gathering Information to Identify Family Concerns and Resources
- XV. Meeting the Family's Immediate Needs
- XVI. Understanding the Grieving Process and Helping Families Cope
- XVII. Creating Effective Home Visits
- XVIII. Bridging the Gap: Delivering Services to Child Care Providers Who Care for Children with Special Needs

Volume 3

- XIX. Introduction to AHEAD Topics
- XX. Communication Topics
- XXI. Language Topics
- XXII. Motor Topics
- XXIII. Play/Social Topics
- XXIV. Feeding Topics
- XXV. Toilet Training Topics
- XXV. Dressing Topics
- XXVI. Grooming Topics

Appendix D

Table of Contents:

AHEAD Trainer's Procedural Handbook

TABLE OF CONTENTS

I	Information on AHEAD	1
II	Getting Started	2
III	Planning AHEAD Training	6
IV	The Steps AHEAD - After Training	8
V	Refresh My Memory - AHEAD Data	9

Appendix E

Table of Contents: Monograph on Cultural Diversity

Table of Contents

Introduction	I
Section 1: Personal Stories from Service Providers: "A Bouquet of Experiences" ...	1
Section 2: Bridging the Cultural/Diversity Gap Between the Family and the Service Provider: Using the Diversity Wheel	17
Section 3: Respecting Cultural Diversity When Gathering Information	47
Section 4: Reflecting Cultural Responsive Practices During the Assessment Process	75
Section 5: Considerations in Providing Sensitive and Appropriate Programming for Linguistic Diverse Families	95

Appendix F

Table of Contents:

AHEAD Home Study Assignment Booklet

HOW TO USE THE AHEAD HOME STUDY BOOKLET

The AHEAD Home Study booklet contains the following sections:

- Understanding the Family and Involving Fathers, Siblings, and Grandparents
- Roles and Characteristics of Service Providers
- Parents as Partners
- Cultural Awareness: Increasing Sensitivity in Working with Culturally Diverse Families
- Gathering Information to Identify Family Concerns and Resources
- Meeting the Family's Immediate Needs
- Understanding the Grieving Process and Helping Families Cope
- Creating Effective Home Visits
- Bridging the Gap: Delivering Services to Child Care Providers who Care for Children with Special Needs
- AHEAD Topics to Use with Families/Child Care Providers

These sections match the same subject material that is contained in the AHEAD Resource Manual (1997) and the same training areas covered in the AHEAD Trainer's Manual.

Each section contains 4-6 assignments to help participants apply the AHEAD training they have received. One assignment in each section is a reading assignment using the AHEAD Resource Manual. The others are practical, on-the-job assignments. As an AHEAD Trainer, you can decide how many and which assignments you would like your training participants to complete. For example, you could have participants complete 2 assignments of their choice.

The way you grade or "evaluate" assignments completed by participants is entirely up to you. You may want to give a letter grade, points, or just provide feedback with additional ideas and suggestions.

The AHEAD Home Study Booklet can be photocopied as many times as needed. If colored covers are preferred, place your order by mail, phone (435) 797-5588, or fax (435) 797-5580. Covers are \$2.50 each plus 10% shipping and handling.

Appendix G

Table of Contents: AHEAD Resource Manual

TABLE OF CONTENTS

Volume I

ACKNOWLEDGMENTS	iii
PREFACE	iv
INTRODUCTION—AHEAD Resource Manual	1
Overview of the AHEAD Resource Manual	1
Use of the AHEAD Resource Manual	7
Unique Features of the AHEAD Resource Manual	9
Terms Used	11
Photocopying	11
FORMS AND TOOLS (A)—Challenge Sheets	13
FORMS AND TOOLS (B)—AHEAD Menu of Information and Strategies for Families/Child Care Providers of Children With Special Needs	17
FORMS AND TOOLS (C)—AHEAD Topic Reference Guide for Service Providers	23
FORMS AND TOOLS (D)	25
Monthly Lesson Plan	25
“No Show” Note	27
Home/Child Care Visit Reminder	27
Appointment Reminder	28
Service Provider Card	28
SECTION 1—What Is AHEAD?	29
Background Information	29
AHEAD Services to Families, Child Care Providers, and Children	30
What is Unique About AHEAD?	33

SECTION 2—Understanding the Family and Involving Fathers, Siblings, and Grandparents	35
Family Systems Approach	35
The Importance of Family Members	37
Fathers	37
Siblings	39
Involving Grandparents	42
SECTION 3—Roles and Characteristics of Service Providers	45
Characteristics	45
Roles	46
Adult Learning Principles	49
Responses of Service Providers to Their Work	50
SECTION 4—Parents as Partners	53
The Legislation	53
Partnership	54
Characteristics of Successful Partnerships	54
Empowering Families	57
Conclusion	60
SECTION 5—Cultural Awareness: Increasing Sensitivity in Working With Culturally	
Diverse Families	63
SECTION 6—Gathering Information to Identify Family Concerns and Resources	69
SECTION 7—Meeting the Family's Immediate Needs	75
Meeting the Basic Needs of Families	75
Guide to Becoming Sensitized to and Aware of Basic Needs of Families	76
Suggestions for Helping Families Meet Basic Needs	77
Caring for the Child With Disabilities—Early Nurturing	78
Parent Nurturing Guide	79
Suggestions for Promoting Nurturing	81
Helping Parents Become Emotionally Ready to Receive Information and Skills	82
SECTION 8—Understanding the Grieving Process and Helping Families Cope	85

The Grieving Process	85
Adaptation	88
Chronic Sorrow	89
Common Experiences	89
Providing Support for Parents and Family Members	91
SECTION 8—APPENDIX A: Impact of a Disability: Good Grief	97
SECTION 8—APPENDIX B: Impact of a Disability: Strengthening Your Marriage	99
SECTION 9—Creating Effective Home Visits	101
Description of a Home Visit	101
Guidelines for Conducting Effective Home Visits	103
Other Helpful Suggestions	104
Poverty Issues	104
The Single and/or Teenage Parent	107
Child Abuse and Neglect	109
Spouse Abuse	109
Alcohol and Drug Abuse	110
Coping With Crisis Situations—Domestic Violence-Suicide	110
Legal Issues	111
Safety and Health Concerns	112
Service Providers' Emotional and Survival Issues	112
SECTION 10—Bridging the Gap: Delivering Services to Child Care Providers Who Care	
for Children With Special Needs	115
Types and Characteristics of Child Care Arrangements	116
Understanding Child Care Providers	117
Helping Families Select Child Care Services	118
Coordinating Home and Child Care Visits	119
Determining the Needs of Child Care Providers	121
Conducting Visits to Child Care Settings	124
Tips for Service Providers	126

SECTION 10—APPENDIX A: The Americans With Disabilities Act (ADA) and How It Affects

Child Care Providers	131
SECTION 10—APPENDIX B: Family Considerations in Choosing a Child Care Program	135
SECTION 10—APPENDIX C: Child Care Checklist	137
SECTION 10—APPENDIX D: Needs/Interests of Child Care Providers	142

Communication

INTRODUCTION—Communication Topics	143
TOPIC 1—Communication Countdown: An Overview of the Communication Topics	145
TOPIC 2—My Little Cutie-Pie: How to Communicate to Get and Hold My Young Child's Attention	159
TOPIC 3—Red Light, Green Light: What Communication Signals Is My Child Sending?	165
TOPIC 4—Jump at the Chance: Responding to My Child's Communication	177
TOPIC 5—For Crying Out Loud: How to Respond Positively When My Child Cries	183
TOPIC 6—Smiles and Chuckles: How to Encourage My Child to Smile and Laugh With Me	193
TOPIC 7—It Takes Two: How to Take Turns With My Child to Encourage Interaction	201
TOPIC 8—The Eyes Have It: How to Encourage Eye Contact Between My Child and Me	211
TOPIC 8—APPENDIX A: Otitis Media	223
TOPIC 9—Helping Hands: Using Touch and Gestures to Communicate Better	225
TOPIC 10—Winkin', Blinkin', and Nod: Using Facial Expressions and Intonation to Communicate Better	233
TOPIC 11—Beautiful Sounds: How to Encourage My Child to Vocalize More	243
TOPIC 12—Eenie, Meenie, Minie, Mo: How to Encourage My Child to Make Choices	251
TOPIC 13—My Life's an Open Book: Making and Using an "All About Me" Book	259
TOPIC 13—APPENDIX A: Reading Books to Young Children	271
TOPIC 13—APPENDIX B: Creating an Environment That Encourages Early Literacy	275
TOPIC 14—Day by Day: How to Help My Child Practice Skills During Daily Routines	279

Language

INTRODUCTION—Language Topics	295
TOPIC 1—Learning Language: An Overview of the Language Topics	297
TOPIC 2—On the Road Again: My Child's Journey of Language	309

TOPIC 3—Conversational Ping-Pong: How to Encourage Turn-Taking in Language	321
TOPIC 4—It's a Wonderful World: How to Share My Child's Experiences Through Conversation	331
TOPIC 5—Language Temptations: How to Motivate My Child to Use Language	345
TOPIC 6—Talk to Me: Conversing at My Child's Language Level	353
TOPIC 7—Sunrise, Sunset: Encouraging My Child's Language Throughout the Day	365
TOPIC 8—Hugs and Kisses: How to Keep Language Growing Through Rewards	375
TOPIC 9—My Language Garden: Helping Language Grow Through Modeling and Expansion	385
TOPIC 10—My Language Garden: Helping Language Grow by Building Vocabulary	395
TOPIC 11—My Language Garden: Helping Language Grow Through Comments, Questions, and Directions	405
TOPIC 12—Bubbles, Balls, & Blocks: Helping My Child's Language Grow Through Play Activities	417
TOPIC 12—APPENDIX A: Basic Concepts for Young Children to Learn	427
TOPIC 13—Look Who's Talking: Encouraging My Child's Speech (Articulation) Skills	431
TOPIC 13—APPENDIX A: More Ideas to Encourage Speech Skills	445
TOPIC 14—Sign Language: Forming Bridges to Spoken Language	447
TOPIC 14—APPENDIX A: Sign Language Resources	467
TOPIC 15—Sights, Sounds, and Symbols: Augmentative/Alternative Communication	471

Motor

INTRODUCTION—Motor Topics	481
TOPIC 1—Walking Through the Motor Topics: An Overview	483
TOPIC 2—Ready, Set, Go! How Motor Skills Develop	495
TOPIC 3—From Brain to Brawn: How the Brain Affects Muscle Control	505
TOPIC 4—Reflexes and Reactions: What Are They and How Do They Affect My Child's Motor Skills?	519
TOPIC 5—Handle With Care: Handling and Positioning Tips	529
TOPIC 5—APPENDIX A: Handling and Positioning a Child With Low Muscle Tone	547
TOPIC 5—APPENDIX B: Handling and Positioning a Child With High Muscle Tone	553
TOPIC 5—APPENDIX C: Seizures	557
TOPIC 6—Heads Up: Encouraging My Child to Develop Head and Trunk Control	563

TOPIC 7—Keep on Rolling: Encouraging My Child to Roll	575
TOPIC 8—Baby Push Ups: Ways to Help My Child Bear Weight on Arms	585
TOPIC 9—Sit Right Down: Ways to Develop My Child's Sitting Skills	595
TOPIC 10—Moving Right Along: Encouraging My Child to Crawl and Creep	613
TOPIC 11—Stand Tall: Encouraging My Child to Stand	625
TOPIC 12—Step by Step: Helping My Child to Develop Skills for Walking	641
TOPIC 13—Climb Every Mountain: Ways to Develop My Child's Climbing Skills	657
TOPIC 14—One Giant Leap: Helping My Child to Develop Jumping and Hopping Skills	665
TOPIC 15—Take Hold: Encouraging My Child's Fine Motor Skills—Grasping, Reaching, and Releasing ...	673
TOPIC 16—Shake, Rattle, and Roll: Encouraging My Child's Fine Motor Skills—Manipulation and Coordination	693
TOPIC 16—APPENDIX A: Fine Motor Play Using Materials Around the House/Child Care Center	703

Volume II

Play/Social

INTRODUCTION—Play/Social Topics	705
TOPIC 1—Play Is a Child's Work: An Overview of the Play/Social Topics	709
TOPIC 2—Bonding: Falling in Love With My Child	727
TOPIC 2—APPENDIX A: Therapeutic Massage for Infants and Young Children	737
TOPIC 2—APPENDIX B: Handling "Hard to Hold" Children	743
TOPIC 3—Learning to Love and Live With My Child's Unique Personality	745
TOPIC 3—APPENDIX A: Dealing With Sleep Problems in Young Children	757
TOPIC 4—Becoming a Social Butterfly: How Children Develop Socially	763
TOPIC 5—Playmate, Guide, and Cheerleader: The Roles of Parents/Child Care Providers in Play	777
TOPIC 6—Making a Safe and Fun Place for My Child to Play	787
TOPIC 7—What Can We Play Now? Ideas for Play Activities	803
TOPIC 7—APPENDIX A: Favorite Games and Activities for Young Children	813
TOPIC 7—APPENDIX B: Nursery Rhymes, Songs, and Fingerplays	819
TOPIC 7—APPENDIX C: Music, Rhythm, and Dance	827

TOPIC 8—Let's Play It Again: How I Can Encourage My Child to Play	831
TOPIC 9—Choosing the Right Toys: How I Can Encourage My Child to Play With Them	841
TOPIC 9—APPENDIX A: A Guide for Choosing Appropriate Toys	857
TOPIC 9—APPENDIX B: Toys for Children With Special Needs	861
TOPIC 9—APPENDIX C: Books About Making Homemade Toys	867
TOPIC 10—How Does It Work? Helping My Child Learn All About Toys and Objects	869
TOPIC 11—I Did It! Teaching My Child About Cause and Effect	885
TOPIC 12—Let Me Do It! Building My Child's Self-Esteem	895
TOPIC 13—Look, I Can Fly! Encouraging My Child to Develop Imaginative Play	911
TOPIC 13—APPENDIX A: Homemade Recipes for Craft Activities	921
TOPIC 14—Come Play With Me: Encouraging My Child to Play With Others	923
TOPIC 14—APPENDIX A: Encouraging Social Play for Children With Special Needs	933
TOPIC 15—Mother May I? Helping My Child Follow Simple Rules	935
TOPIC 16—Nos, Tantrums, and Bites: How to Manage My Child's Behaviors	947
TOPIC 16—APPENDIX A: Surviving Toddlerhood: Controlling Your Emotions and Actions	981
TOPIC 16—APPENDIX B: Positive Time-Out	985

Feeding

INTRODUCTION—Feeding Topics	989
TOPIC 1—A Taste of the Feeding Topics: An Overview	991
TOPIC 2—Reflexes: What Are They and How Do They Affect My Child's Feeding?	1009
TOPIC 3—Ready, Set, Eat! What Feeding Skills Come Next	1017
TOPIC 4—Bottles, Cups, and Spoons: How I Can Help My Child by Choosing the Right Feeding Equipment	1035
TOPIC 4—APPENDIX A: Pacifiers	1055
TOPIC 4—APPENDIX B: Weaning From the Bottle	1057
TOPIC 5—Food Quantity: How Much Is Enough?	1059
TOPIC 6—From Milk to Meat: When to Move From Liquids to Solids	1067
TOPIC 6—APPENDIX A: Finger Feeding	1075

TOPIC 7—Try It, You Might Like It: How to Help My Child Accept New Food Textures	1077
TOPIC 7—APPENDIX A: Blender Recipes	1083
TOPIC 8—Cleft Lip and/or Palate: How to Make Feeding Easier for My Child	1085
TOPIC 9—Put on the Pounds: How to Help My Child Gain Weight	1097
TOPIC 9—APPENDIX A: Constipation	1107
TOPIC 9—APPENDIX B: Diarrhea	1109
TOPIC 10—Eat, Drink, and Be Merry: Choosing Nutritious Foods and Making Mealtime Enjoyable ...	1111
TOPIC 10—APPENDIX A: Feeding Tubes	1125
TOPIC 11—Food for Thought: Communicating With My Child During Mealtime	1127

Toilet Training

INTRODUCTION—Toilet Training Topics	1135
TOPIC 1—Ready or Not? Is My Child Ready for Potty Training?	1137
TOPIC 2—It's Time to Potty! Getting Ready for Potty Training	1145
TOPIC 3—Ready, Set, Go! Getting Started With Potty Training	1157
TOPIC 4—How's It Going? Problems and Concerns About My Child's Potty Training	1171

Dressing

INTRODUCTION—Dressing Topics	1181
TOPIC 1—All Dressed Up: How to Make the Dressing Process Easier	1183
TOPIC 2—Dressing Chit Chat: Including Language During Dressing	1205

Grooming

INTRODUCTION—Grooming Topics	1215
TOPIC 1—Rub-A-Dub-Dub: Finding Out About Grooming	1217
TOPIC 2—Bathroom Chatter: Including Language During Grooming	1231

Volume I Topic Appendices

Communication

TOPIC 8—APPENDIX A: Otitis Media	223
TOPIC 13—APPENDIX A: Reading Books to Young Children	271
TOPIC 13—APPENDIX B: Creating an Environment That Encourages Early Literacy	275

Language

TOPIC 12—APPENDIX A: Basic Concepts for Young Children to Learn	427
TOPIC 13—APPENDIX A: More Ideas to Encourage Speech Skills	445
TOPIC 14—APPENDIX A: Sign Language Resources	467

Motor

TOPIC 5—APPENDIX A: Handling and Positioning a Child With Low Muscle Tone	547
TOPIC 5—APPENDIX B: Handling and Positioning a Child With High Muscle Tone	553
TOPIC 5—APPENDIX C: Seizures	557
TOPIC 16—APPENDIX A: Fine Motor Play Using Materials Around the House/Child Care Center	703

Volume II Topic Appendices

Play/Social ,

TOPIC 2—APPENDIX A: Therapeutic Massage for Infants and Young Children	737
TOPIC 2—APPENDIX B: Handling "Hard to Hold" Children	743
TOPIC 3—APPENDIX A: Dealing With Sleep Problems in Young Children	757
TOPIC 7—APPENDIX A: Favorite Games and Activities for Young Children	813
TOPIC 7—APPENDIX B: Nursery Rhymes, Songs, and Fingerplays	819
TOPIC 7—APPENDIX C: Music, Rhythm, and Dance	827
TOPIC 9—APPENDIX A: A Guide for Choosing Appropriate Toys	857
TOPIC 9—APPENDIX B: Toys for Children With Special Needs	861
TOPIC 9—APPENDIX C: Books About Making Homemade Toys	867
TOPIC 13—APPENDIX A: Homemade Recipes for Craft Activities	921

TOPIC 14—APPENDIX A: Encouraging Social Play for Children With Special Needs	933
TOPIC 16—APPENDIX A: Surviving Toddlerhood: Controlling Your Emotions and Actions	981
TOPIC 16—APPENDIX B: Positive Time-Out	985

Feeding

TOPIC 4—APPENDIX A: Pacifiers	1055
TOPIC 4—APPENDIX B: Weaning From the Bottle	1057
TOPIC 6—APPENDIX A: Finger Feeding	1075
TOPIC 7—APPENDIX A: Blender Recipes	1083
TOPIC 9—APPENDIX A: Constipation	1107
TOPIC 9—APPENDIX B: Diarrhea	1109
TOPIC 10—APPENDIX A: Feeding Tubes	1125

Appendix H

AHEAD Resource Manual Flyer

Three easy ways to order ...

1. Complete and mail the reply card below to:

HOPE, Inc.
55 East 100 North
Suite 203
Logan, UT 84321

2. Call HOPE, Inc.: (435) 752-9533.

3. Fax the reply card to HOPE, Inc.: (435) 752-9533

For more information about Project AHEAD Outreach
call Lori Rowan (435) 797-5588.

YES!! I want to order _____ copies of the AHEAD
Resource Manual @ 149.00 plus 10% shipping and
handling.

Name _____

Agency/Affiliation _____

Address _____

City _____ State _____ ZIP _____

Telephone _____ Fax _____

Method of Payment:

☐ My check is enclosed for the amount of \$ _____
payable to HOPE, Inc.

Please charge my credit card:

☐ VISA ☐ MasterCard ☐ Other

Card # _____ Exp. Date: _____

Signature as shown on credit card _____

☐ Please bill my company

HOPE, Inc.
55 East 100 North, Suite 203
Logan, UT 84321

A VALUABLE RESOURCE

for

Early Interventionists

who provide services to families
and child care providers
of young children with special needs,
birth to three years,
in the natural environment.



Developed by

Project AHEAD (At Home & At Day Care) Outreach
SKI-HI Institute, Utah State University

Background information for early interventionists includes:

- Understanding the Family and Involving Fathers, Siblings, and Grandparents
- Roles and Characteristics of Service Providers
- Parents as Partners
- Cultural Awareness: Increasing Sensitivity in Working with Culturally Diverse Families
- Gathering Information to Identify Family Concerns and Resources
- Meeting the Family's Immediate Needs
- Understanding the Grieving Process and Helping Families Cope
- Creating Effective Home Visits
- Bridging the Gap: Delivering Services to Child Care Providers Who Care for Children with Special Needs

A total of 80 topics to use with families, child care providers, and young children with special needs (birth to three years) to meet their needs in the following areas:

- **Communication**
- **Language**
- **Motor**
- **Play/Social**
- **Self-Help**
(Feeding, Toilet Training, Dressing, Grooming)

Just to name a few . . .

- **Communication Topic 2:** My Little Cutie Pie: How to Communicate To Get and Hold My Child's Attention
- **Language Topic 5:** Language Temptations: How to Motivate My Child to Use Language
- **Motor Topic 6:** Heads Up: Encouraging My Child to Develop Head and Trunk Control
- **Play/Social Topic 9:** Choosing the Right Toys: How I Can Encourage My Child to Play With Them
- **Feeding Topic 6:** From Milk to Meat: When to Move From Liquids to Solids
- **Toilet Training Topic 1:** Ready or Not? Is My Child Ready for Potty Training
- **Dressing Topic 1:** All Dressed Up: How to Make the Dressing Process Easier
- **Grooming Topic 1:** Rub-A-Dub-Dub: Finding Out About Grooming

**The AHEAD
Resource Manual
contains practical
down-to-earth
information that is
organized
in a highly
user-friendly
format.**

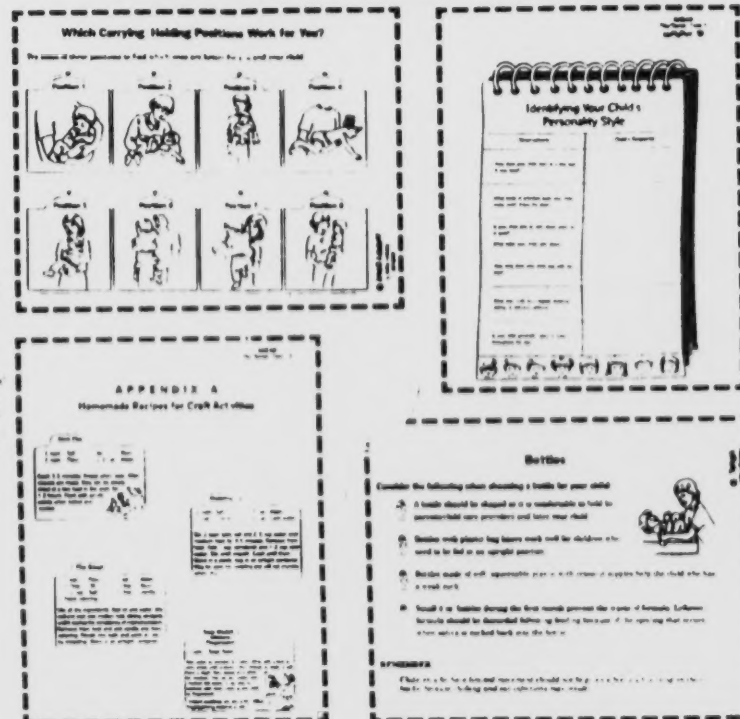


Applause

from early intervention professionals for the AHEAD Resource Manual:

- "Very useful, family friendly, easy-to-use format."
- "A resource of useful 'teaching' tools for the families we serve as well as an education for service providers."
- "Great for addressing IFSP goals."
- "Easily accessed materials for various needs for the growth and development of the babies I serve."
- "Great visuals! I like to give copies of the visuals to families to help them remember. Good activity suggestions to choose from."
- "I especially like the Communication and Language topics. The skills are broken down into small pieces that build on each other so parents can see how all pieces lead to language."
- "When I need more information, it's in the manuals. The information is helpful, complete, and understandable."

Topics include sample discussions, delightful visuals, activity sheets, handouts, and appendices.



BEST COPY AVAILABLE



Appendix I

AHEAD Trainers' Training Institutes: Titles / Positions

AHEAD TRAINERS' TRAINING INSTITUTES

Date	Titles / Positions of Participants
AHEAD DEMONSTRATION	
02/27/96 to 02/29/96	Director of Special Projects, Regional Lead Teachers, Project Coordinator
07/16/96 to 07/18/96	Program Coordinators, Speech/Language Pathologist, Nurse, Early Intervention Specialists
AHEAD OUTREACH	
08/04/97 to 08/08/97	Developmental Specialist, Parent Infant Program Coordinators, Parent Trainer Coordinators, Regional Coordinator, Clinical Services Director, Speech/Language Pathologist, Early Intervention Program Consultants
10/20/97 to 10/24/97	Early Intervention Certification Specialist, Early Intervention Specialists, Regional Coordinator, Occupational Therapist, Speech/Language Pathologist, Parent, Supervisor, Statewide Director of Early Intervention, Director of Early Intervention in Field Services
03/16/98 to 03/20/98	Early Intervention Specialists, Early Intervention Coordinator, Family Support Specialist Supervisors
05/11/98 to 05/15/98	Family Services Coordinator, Community Service Representative and Parent, Early Intervention Specialist
10/26/98 to 10/29/98	Family Service Advocate and Parent, Community College Faculty, Social Worker, Early Intervention Specialists, Early Intervention Program Coordinator
11/16/98 to 11/20/98	Health Educator, Early Intervention Services Supervisors, Pediatrician, Occupational Therapist Supervisors, Administrator of Pediatric Center, Clinical Psychologists, Physical Therapist Supervisors, Social Worker, Speech/Language Pathologist Supervisors
03/16/99 to 03/19/99	Program Manager, Program Facilitator, Parent Coaches, Parents, Education Coordinator, Parent Educator, Birth to Six Coordinator, Occupational Therapist, Teacher/Trainer, Early Intervention Consultant, Early Intervention Coordinators, Pediatric Nurse Practitioner, Parenting Educator, Training Specialist/Consultants, Technical Assistance Coach, Social Workers
06/02/99 to 06/04/99	Early Intervention Program Directors and Coordinators, Social Worker, Supervisors, Division Director for Consultants, Training Coordinator

Appendix J

AHEAD Trainers' Training Institutes: Ethnicity

AHEAD TRAINERS' TRAINING INSTITUTES

Date	Location	Number of Trainers Trained	State	Ethnicity Represented
AHEAD DEMONSTRATION				
02/27/96 to 02/29/96	Logan, Utah	6	NM (1) TN (5)	Caucasian
07/16/96 to 07/18/96	Logan, Utah	8	UT (8)	Caucasian, Hispanic
AHEAD OUTREACH				
08/04/97 to 08/08/97	Logan, Utah	12	FL (1); UT (1); CA (2); NC (1); PR (7)	Puerto Rican, African American, Caucasian
10/20/97 to 10/24/97	Logan, Utah	10	FL (1); UT (2); MA (5); MN (2)	Caucasian
03/16/98 to 03/20/98	Logan, Utah	8	MT (3); UT (5)	Caucasian
05/11/98 to 05/15/98	Logan, Utah	3	WY (1); UT (1) ID (1)	Caucasian
10/26/98 to 10/29/98	Logan, Utah	7	NH (2); SD (1); AK (1); UT (3)	Caucasian, Asian American
11/16/98 to 11/20/98	San Juan, Puerto Rico	23	PR (23)	Puerto Rican
03/16/99 to 03/19/99	Lansing, Michigan	26	MI (26)	African American, Caucasian
06/02/99 to 06/04/99	Corpus Christi, Texas	16	TX (16)	Hispanic, Asian American, Native American, Caucasian
		TOTAL: 119		

BEST COPY AVAILABLE

Appendix K

1999 AHEAD Instructors

1999 AHEAD INSTRUCTORS



NATIONAL INSTRUCTORS

Certified

Connie Pehrson	1994	1730 South Main	Lewiston, UT 84320	(435) 258-2031 (H)
Lori Rowan	1994	SKI•HI Institute 6500 Old Main Hill	Logan, UT 84322-6500	(435) 797-5588 (W) (435) 753-9397 (H) (435) 797-5580 (Fax)
Rosemary Vander Meyden	1994	4602 Poseidon Drive	West Valley City, UT 84120	(801) 967-8029 (H)

LOCAL INSTRUCTORS

Certified

ALASKA

Toni Carlos	10/98	2126 Dawson Street, #B	Anchorage, AK 99503	(907) 550-3011 (W)
-------------	-------	------------------------	---------------------	--------------------

CALIFORNIA

Latricia Gavin	08/97	155 North Occidental Blvd	Los Angeles, CA 90026	(213) 427-2742 (W) (213) 427-2701 (Fax) (805) 981-7995 (H)
----------------	-------	---------------------------	-----------------------	--

Diane Jones	08/97	72 South Patterson Ave. #108	Santa Barbara, CA 93111	
-------------	-------	---------------------------------	-------------------------	--

FLORIDA

Claribel Pabón Arenas	08/97	824 Riverbrook Court Apt. #201	Tampa, FL 33603-3328	(813) 239-1202
Jane Cooper	10/97	9230 Everwood Street	Orlando, FL 32825	(407) 275-0118 (W) (H) (407) 275-9774 (Fax)
Kathleen Mankinen	08/97	207 North San Marco Avenue	St. Augustine, FL 32084	(904) 287-2037 (H) (904) 823-4032 (W) (904) 823-4018 (Fax)
Heidi Stein	10/97	3612 Northwest 7th Place	Gainesville, FL 32607	(904) 328-5711 x 6746 (W)

Please e-mail corrections to this list to: fpayne@cc.usu.edu

MASSACHUSETTS

David Belford	10/97	1392 Dorchester Avenue	Dorchester, MA 02122	(617) 371-3010 (W) (617) 674-1359 (H) (617) 371-3044 (Fax)
Joan Brinkerhoff	10/97	95 Berkeley Street, Ste 104	Boston, MA 02116	(617) 482-7363 ext 156 (W) (617) 695-2939 (Fax) (508) 358-0014 (H)
Michelle Fagnano	10/97	399 Boyston Street, Third Floor	Boston, MA 02116	(617) 587-1500 (W) (617) 587-1582 (Fax) (508) 697-1546 (H)
Faith Piaggi	10/97	49 Arnold Place	North Adams, MA 01247	(413) 664-9201 (H)
Karen Welford	10/97	250 Washington Street, 4th Floor	Boston, MA 02108	(617) 624-5975

MICHIGAN

Judy Alhamisi	03/99	Wayne Co. RESA 33500 Van Born Road PO Box 807	Wayne, MI 48184-2497	(734) 334-1502 (W) (734) 334-1494 (Fax)
Penny Apsey	03/99	Saginaw Valley Regional 4C 5560 Gratiot, Ste B	Saginaw, MI 48603	(517) 497-0680 (W) (517) 497-0685 (Fax)
Sandra Bump	03/99	5950 Colby Road	Owosso, MI 48867	(517) 723-1600 (H)
Vicky Camp	03/99	Kent County Regional 4C Ionia Education Center 250 East Tuttle Road	Ionia, MI 48846	
Sister Barbara Cline	03/99	Kent ISD 2930 Knapp, NE	Grand Rapids, MI 49505	(616) 365-2288 (W) (616) 447-2440 (Fax)
Elizabeth Ellis	03/99	Community Coordinated Child Care 104 Coles Drive	Marquette, MI 49855	(906) 228-3362 (W) (906) 228-8942 (Fax)
Meg Fairchild	03/99	Branch Co. ISD 200 Bishop Street	Coldwater, MI 49036	(517) 279-5813 (W) (517) 278-5282 (Fax)
Laura Fuciarelli	03/99	City of Detroit Dept of Health 1151 Taylor, Bldg. 6	Detroit, MI 48202	(313) 876-0263 (W) (313) 876-1078 (Fax)
Carol Haapala	03/99	3410 County Road CD	Ishpeming, MI 49849-9308	(906) 486-8520 (W) (906) 486-4838 (Fax)
Gloria Halligan	03/99	Charlevoix-Emmet ISD 08568 Mercer Blvd.	Charlevoix, MI 49720	(616) 547-9947 (W) (616) 547-5621 (Fax)

Please e-mail corrections to this list to: fpayne@cc.usu.edu

Evelyn Howell	03/99	Charlevoix-Emmet ISD 08568 Mercer Blvd.	Charlevoix, MI 49720	(616) 547-9947 (W) (616) 547-5621 (Fax)
Toinette Ingram	03/99	829 South 24 th Street	Saginaw, MI 48601	(517) 752-1433
Mindi Kornoely	03/99	Kent Regional 4C 233 Fulton, Ste 107	Grand Rapids, MI 49503	(616) 451-8281 x 242 (W)
Sandra Laucher	03/99	Charlevoix-Emmet ISD 08568 Mercer Blvd.	Charlevoix, MI 49720	(616) 547-9947 (W) (616) 547-5621 (Fax)
Susan Lehmann	03/99	5496 Brookshire	Monroe, MI 48161	(734) 242-2776 (734) 242-2776 (Fax)
Debra Lively	08/97	#5 Brian Scott Place	Saginaw, MI 48602	(517) 792-7703 (H) (517) 759-3625 (W)
Cathy McNally	03/99	Parent Resource Center 1903 North Niagara	Saginaw, MI 48602	(517) 759-3625 (W) (517) 759-3449 (Fax)
Anne Modler	03/99	Early Childhood Team- Oakland Schools 2100 Pontiac Lake Road	Waterford, MI 48328	(248) 209-2512 (248) 209-2622 (Fax)
Julie Ribaudo	03/99	20110 Salisbury	St. Clair Shores, MI 48080	(810) 228-3345 (810) 263-6240 (Fax)
Kelly Rogers	03/99	Wayne Co. FIA 1200 Sixth Street, Ste 900	Detroit, MI 48226	(313) 256-1814 (W) (313) 256-1004 (Fax)
Ann Saffer	03/99	2340 Hickman Road	Ann Arbor, MI 48105	(734) 482-3339 (W) (734) 482-2335 (Fax)
Cindy Shea	03/99	Parent Resource Center 1903 North Niagara	Saginaw, MI 48602	(517) 759-3625 (W) (517) 759-3449 (Fax)
Stefanie Sheets	03/99	Branch Co. ISD 200 Bishop Street	Coldwater, MI 49036	(517) 279-5813 (W) (517) 278-5282 (Fax)
Carol Spaman	03/99	874 Crestmoor	Oxford, MI 48371	(248) 969-0362
Christa Williams	03/99	1115 Woodlawn	Ann Arbor, MI 48104	(734) 996-4259
Leonard Zabawski	03/99	Detroit Wayne Co. Comm. Mental Health Agency 640 Temple, 8th Floor	Detroit, MI 48201	(313) 833-2500 (W)

MINNESOTA

Tracy Ghiloni	10/97	80 Minnesota Avenue W	Little Canada, MN 55117	(612) 481-8040 (W) (612) 481-8649 (Fax) (715) 549-5229 (H)
---------------	-------	-----------------------	-------------------------	--

Please e-mail corrections to this list to: spayne@cc.usu.edu

MONTANA

Teresa Haag	03/98	Family Outreach 1212 Helena Avenue	Helena, MT 59601	(406) 443-7370 (W) (406) 449-6062 (Fax) (406) 458-3948 (H)
Sandi Hursh	03/98	Quality Life Concepts, Inc. Box 2506	Great Falls, MT 59403	(406) 452-9531 (W) (406) 453-5716 (H) (406) 453-5930 (Fax)
Jan Kukes	03/98	Quality Life Concepts, Inc. PO Box 2506	Great Falls, MT 59403	(406) 452-9531 (W) (406) 452-9113 (H) (406) 453-5930 (Fax)

NEW HAMPSHIRE

Kathy Marshall	10/98	United Developmental Services 104 Lyme Road	Hanover, NH 03755	(603) 643-5439
Susan Parry	10/98	NHCTC One College Drive	Claremont, NH 03743	(603) 542-7744 Ext. 2531

NEW MEXICO

Suzanne Pope	02/96	191 Rincon Loop	Tijeras, NM 87059	(505) 988-2072 (W) (505) 281-4789 (H) (505) 988-2196 (Fax)
--------------	-------	-----------------	-------------------	--

NORTH CAROLINA

Gloria Cates	08/97	2415 Vernon Avenue	Kinston, NC 28504-3321	(919) 559-5204 (W) (919) 559-5156 (Fax)
Amy Golightly- Michael	07/96	4304 Waterford Valley Drive, Apt. 1821	Durham, NC 27713	
Garnett Hutchinson	07/96	PO Box 1438	Cullowhee, NC 28723	(704) 227-7499 (W)

OREGON

Renee Brown	10/97	2305 Southeast 121 State Street, #15	Portland, OR 97216	
Betty Price	05/98	Coordinator of ECSE Malheur Ed Serv, Region 14 363 "A" St W	Vale, OR 97918-1305	

Please e-mail corrections to this list to: fpayne@cc.usu.edu

PUERTO RICO

Carmen I. López Acevedo	11/98	140 Lighthouse Drive Ramey Base	Aquadille, PR 00604	(787) 891-9260 (W)
Nereida Aponte	11/98	C/10 NE #1151 Puerto Nuevo	San Juan, PR 00920	(787) 792-9753 (H)
Angel Avila	11/98	HC 3 Box 17070	Quebradillas, PR 00678	(787) 878-4818 (W)
Alberto L. Bonilla	11/98	23 Mariano Quinones Street	Coamo, PR 00769	(787) 842-5846 (W)
Carmen M López Cardona	11/98	PO Box 132	Aguada, PR 00602	(787) 891-9260 (W)
Maria de Lourdes Carrera	11/98	Box 667	Farjardu, PR 00738	(787) 863-6006 (W)
María M. Carrillo	11/98	Calle 3 A-31 Urb. Metropolis	Carolina, PR 00987	(787) 754-3611 (W)
Amparo Crespo	08/97	724 Ponce de León Avenue, Second Floor	Hato Rey, PR 00918	(787) 763-4665 (W) (787) 761-0521 (H) (787) 765-0345 (Fax)
Bertis M. Delgado	11/98	Cond. Torre de los Frailes 12-K	Guaynabo, PR 00969	(787) 754-3735 (W)
Alvin Millán Fuentes	11/98	Calle San Patricio aa-15 Alturas de San Pedro	Fajardo, PR 00738	(787) 888-4171 (W)
DRA. Nieves Gaztambide	11/98	Box 140667	Arecibo, PR 00614	(787) 878-4818 (W)
Ramón Gruz	11/98	Hypolais 856 Country Club	San Juan, PR 00924-2341	(787) 863-6006 (W)
Evelyn Rios de Jesús	11/98	Santa Elena #2394	San Juan, PR 00915	(787) 754-3606 (W)
Maria D. Jorge	11/98	Turabo Gardens II Calle 235-20	Caguas, PR 00725	(787) 744-3141 Ext. 2033 (W)
Marisol Martinez	11/98	Call Box 70184	San Juan, PR 00926	(787) 274-7844 (W)
Neyda Medina	11/98	Juncos 391 La Cumbre	San Juan, PR 00926	(787) 744-3141 (W)
Lillybeth Méndez	11/98	Cond. Montebello, Apt. G113	Trujillo Alto, PR 00976	(787) 744-3141 Ext 2034 (W)
Annie Ortiz	08/97	19th Street #0-25	Flamboyán Gardens, PR 00959	(787) 798-9803 (W) (787) 780-3691 (H)

Please e-mail corrections to this list to: fpayne@cc.usu.edu

1999 AHEAD INSTRUCTORS

Emma Pantoja	11/98	Apartado-718	Vega Alta, PR 00692	(787) 798-9803 (W)
Iris Mireya Pedrogo	11/98	Urb. Las Anguilas Calle 8 I-21	Coamo, PR 00769	(787) 842-5846 (W)
Madeline Reyes	08/97	PO Box 70184	San Juan, PR 00936	(787) 274-5667 (W) (787) 282-0777 (H) (787) 274-3301 (Fax)
Janette Rivera	11/98	PO Box 715	Adjuntas, PR 00601	(787) 829-0219 (H)
Leida V. Rodriguez	11/98	188 Romaguera	Mayagüeci, PR 00680	(787) 834-8687 Ext 2993 (W)
Maribel Rodriguez	08/97	Punta Salinas MB-22	Catano, PR 00962	(787) 756-3213 (W)
Carmen I. Romero	11/98	Box 2113	Vega Alta, PR 00692	(787) 798-9803 (W)
Maritza Rosa	08/97	Alturas de Fair View Calle 12 D-37	Trujillo Alto, PR 00976	(787) 763-4665 (W) (787) 755-7247 (H) (787) 763-4665 (Fax)
Marta Salgado	08/97	Centro de Terapia Limar Box 9013	Bayamon, PR 00960	(787) 785-3820 (W) (787) 251-0617 (H) (787) 785-0749 (Fax)
Raquel Santiago	11/98	Parque Maria Luisa 5FF-1 Villa Fontana Park	Carolina, PR 00983	(787) 863-6006 (W)
Rayssa Trenché	11/98	Calle B #18 Romany Gardens	San Juan, PR 00926	(787) 744-3141 Ext 2031 (W)

SOUTH DAKOTA

Denise Jung	10/98	Hub Area Birth to Three 1400 15th Avenue NW	Aberdeen, SD 57401	(605) 622-5992 (W)
-------------	-------	--	--------------------	--------------------

TENNESSEE

Tracy Duncan	02/96	6302 Milbrook Road	Brentwood, TN 37027-4913	(615) 741-5002 (W) (615) 370-1177 (H) (615) 221-9094 (Fax)
Mary Franks	02/96	1021 Sanders Road	Knoxville, TN 37923	(423) 579-2467 (W) (423) 690-2415 (H) (423) 579-2519 (Fax)
Lois Hammett	02/96	1318 Kensington Drive	Knoxville, TN 37922-8061	(423) 579-2518 (W) (423) 470-4956 (H) (423) 579-2484 (Fax)

Please e-mail corrections to this list to: fpayne@cc.usu.edu

1999 AHEAD INSTRUCTORS

Linda Logan	02/96	707 Knight Bridge	Maryville, TN 37803	(423) 579-2416 (W) (423) 984-8263 (H) (423) 479-2484 (Fax)
Teresa McMahan	02/96	2509 Orangewood Lane	Dandridge, TN 37725	(423) 579-2487 (W) (423) 397-7964 (H)

TEXAS

Jill Bontrager	6/99	Bay to Bay Infant Dev Program 6106 Wilderock Unit B	Corpus Christi, TX 78414
Nancy Contreras	6/99	Region One ESC/ECI 1900 W. Schunior	Edinburg, TX 78539
Rick Gonzales	6/99	Program Director Tropical Texas Center for MHMR, ECI PO Drawer 1108	Edinburg, TX 78540
Stephanie Herrmann	6/99	ECI State Office 4900 N. Lamar Blvd.	Austin, TX 78751-2399
Fina Hernandez	6/99	Program Supervisor ECI Tropical Center for MHMR 1113 N. 7 th Street	Harlingen, TX 78550
Joy Kataoka	6/99	ECI State Office 4900 N. Lamar Blvd.	Austin, TX 78751-2399
Jan McGuire	6/99	ECI State Office 4900 N. Lamar Blvd.	Austin, TX 78751-2399
Claire Merkl	6/99	Program Director NCMHMR 1630 S. Brownlee	Corpus Christi, TX 78404
Emma de la Paz	6/99	Program Director Community Action Corp of Southern Texas PO Drawer 1820	Alice, TX 78333
Kathy de la P��na	6/99	Region One ESC/ECI Program 1900 W. Schunior	Edinburg, TX 78539
Virginia P��na	6/99	Bay to Bay Infant Dev. Program 4410 Dillon Lane, #11	Corpus Christi, TX 78415

Please e-mail corrections to this list to: spayne@cc.usu.edu

1999 AHEAD INSTRUCTORS

Maria Ramirez-Ramos	6/99	E.I. Specialist, Project Niños 2065 First	Alice, TX 78332
Gladys Rearick	6/99	Supervisor, Nueces County MHMR/IDP 630 S. Brownlee	Corpus Christi, TX 78404
Pattie Rosenlund	6/99	Program Director, Easter Seals RGV 1217 Houston Street, PO Box 489	McAllen, TX 78505
Deborah Simms	6/99	Site Coordinator Easter Seals RGV 1514 S. 77 Sunshine Strip	Harlingen, TX 78550
Shirley Wallace	6/99	Supervisor, Nueces County MHMT/IDP 1630 S. Brownlee	Corpus Christi, TX 78404

UTAH

Leslie Abraham	03/98	Early Intervention 70 Westview Drive	Richfield, UT 84701	(435) 896-5451 ext 21 (W) (435) 896-9174 (H)
Gabriela Breton	07/96	961 South 190 West	Orem, UT 84058	(801) 221-9930 (W)
Linda Burton	10/98	Weber/Morgan EIP 1100 Orchard Avenue	Ogden, UT 84067	(801) 626-2552 (W)
Annamarie Hanshaw-Reed	10/97	1165 North Birch Lane	Provo, UT 84606	(801) 374-4965 (W) (801) 375-9929 (H) (801) 374-4917 (Fax)
Marcia Higgins	07/96	637 North 500 East	Centerville, UT 84014	(801) 546-7309 (W)
Chris Jones	07/96	741 North 350 East	American Fork, UT 84003	(801) 756-3186 (H) (801) 221-9930 (W)
Sherry Joy	07/96	496 East 1st South	Logan, UT 84321	(801) 752-3616 (W) (801) 797-2598 (W)
Pamela Larsen	10/98	Weber/Morgan EIP 1100 Orchard Avenue	Ogden, UT 84067	(801) 626-2552 (W)
Kenda Lindgren	03/98	Early Intervention 70 Westview Drive	Richfield, UT 84701	(435) 896-5451 ext 30 (W) (435) 893-8224 (H)
Sheli Monson	03/98	Uintah Co. Preschool 671 West 100 North	Vernal, UT 84078	(435) 789-5409 (W) (435) 789-5478 (Fax)

Please e-mail corrections to this list to: fpayne@cc.usu.edu

1999 AHEAD INSTRUCTORS

Denise Mueller	10/98	Davis Early Intervention 320 East 500 South	Kaysville, UT 84037	(801) 546-7309 (W)
Karon Simonton	03/98	Uintah Co. Early Intervention Little Blossom Center PO Box 217	Ft. Duchesne, UT 84026	(435) 722-5654 (W) (435) 722-5709 (H) (435) 722-0519 (Fax)
MariLou Steffen	07/96	1025 West 3925 North	Ogden, UT 84411	(801) 782-9447 (H)
Kozette Tanner	08/97	535 East 4500 South, Ste D240	Salt Lake City, UT 84107	(801) 276-8670 (W) (801) 265-3852 (H) (801) 531-6025 (Fax)
Carol Winn	03/98	10 East 9300 South PO Box 41	Paradise, UT 84328	(435) 245-4862 (H) (435) 797-2598 (W)

WISCONSIN

Meredith Walker	07/96	2301 Carmel Avenue	Racine, WI 53405	(414) 635-8378
-----------------	-------	--------------------	------------------	----------------

WYOMING

Pam Frisby	05/98	Division of Developmental Disabilities 851 Werner Court, Ste 243	Casper, WY 82604	(307) 235-1182 (W) (307) 265-7042 (H) (307) 237-9669 (Fax)
Micki Pence	05/98	94 Cliff Drive	Riverton, WY 82501	(307) 332-5508 (W) (307) 856-3134 (H) (307) 332-7972 (Fax) mickip@trib.com

Please e-mail corrections to this list to: fpayne@cc.usu.edu

Appendix L

AHEAD Trainers' Report Example (Completed)



SKI-HI Institute

AHEAD TRAINER'S REPORT

Trainer's Name: _____
Date of Training: Feb 5-6, 1999
Location of Training: Edinburg, MN

Please attach the Agenda, Evaluation Forms (or summary of), and the Attendance List with the following information on it:

- Names of people attending workshop with the name of the early intervention agencies/programs they work for/serve
- Address
- Telephone
- Number of children participants expect to serve with AHEAD during the first year
- Participants who are willing to collect AHEAD data

1. If there is particular evidence either of strong commitment to AHEAD or obstacles, please describe.	Comments: <i>is felt a strong commitment to AHEAD. Obstacles may be designed for home visits, which is a small percentage of our caseloads. Also a need for a sensory, integrative piece since we use this heavily in our clinic.</i>
--	--

2. Was the training a success in your opinion? ☒ Yes ☐ No	Comments: <i>Yes, it created an awareness of the parent's perspective + increased the staff's sensitivity and ability to be more effective with families. It gave our staff time to problem solve in challenging situations + families.</i>
---	--

Please complete the following with your comments.

3. Do you feel the participants can deliver and put into practice the information that was covered during AHEAD training to families and child care providers? ☒ Yes ☐ No	Comments: Staff commented on it increasing their awareness - sensitivity in dealing with families. We started a nice list of ways to include other family members and 2 therapists volunteered to get this going at the clinic. Surveys were ordered to use the manuals for home programs.
4. Did the participants give you positive feedback (verbal or non-verbal)? ☒ Yes ☐ No	Comments: Several comments were made on how this info would improve their overall interactions with families. The evaluations were very positive.
5. Were administrative personnel supportive of training? ☒ Yes ☐ No	Comments: my direct supervisor, Kris, was very supportive & helped get resources to support the training for our staff.
6. Were the training materials (outlines, transparencies, handouts, other materials) adequate? ☒ Yes ☐ No	Comments: Excellent! Very easy to follow the outlines + implement. The transparencies were very good. Comments from evaluators felt videos looked old.
7. Do you have suggestions for future trainings?	Comments: Try + incorporate new sensory integration information. Would hold the training at a hotel conference room with nice facilities.
8. Any other comments/information you wish to share?	Comments: Lori was extremely helpful in preparing + help execute the training. Thanks for all the support!

Appendix M

AHEAD Training Agenda

AHEAD Training

Day 1

Welcome, Introductions, Icebreaker

Overview on AHEAD

Understanding the Family and Involving Fathers, Siblings, and Grandparents

Roles and Characteristics of Service Providers

Parents as Partners

Cultural Awareness: Increasing Sensitivity in Working With Culturally Diverse Families

What's In Store Next Time

***AHEAD Training
Day 2***

Gathering Information to Identify Family Concerns and Resources

Meeting the Family's Immediate Needs

Understanding the Grieving Process and Helping Families Cope

Creating Effective Home Visits

*Bridging the Gap: Delivering Services to Child Care Providers Who Care
for Children with Special Needs*

What's In Store for the Next Training

AHEAD Training Day 3

Adult Learning Principles

Introduction to AHEAD Topics

Communication Topics

Language Topics

Motor Topics

Play/Social Topics

Self-Help Topics

- *Feeding*
- *Toilet Training*
- *Dressing*
- *Grooming*

Application of AHEAD Topics

AHEAD Information Gathering

Evaluations

Appendix N

AHEAD Training Evaluations on Individual AHEAD State Trainers

AHEAD Trainings Conducted by State Trainers

Location of training: **Puerto Rico**
 Trainers: **Puerto Rico Training Team**
 Received AHEAD Trainers' Training: **08/97 and 11/98**
 Conducted training: **10 Trainings from 02/99 to 08/99**
 Number of participants: **630**
 Number of children expected to be served using AHEAD: **Not Reported**
 (Data collected, tabulated, and summarized by Puerto Rico)

Participants (physical therapists, occupational therapists, speech/language pathologists, psychologists, pediatricians, nutritionists, social workers, nurses, direct service providers) who participated in Puerto Rico AHEAD training completed training evaluations at the end of the training by rating the training and each trainer who co-presented. Participants were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	618	4.1	2	4	7	52	35
Educational material	618	4.8	0	1	3	3	93
Videos and other media	618	4.7	0.5	1	1	24	73.5
Relevance of information	618	3.5	0.5	0.5	48	51	0
Facilities	618	3.9	3	5	20	42	30
Space distribution	618	4.2	2	3	15	33	47
Temperature	618	3.7	7	8	17	40	28
Sound	618	4.5	2	2	5	31	60
Decoration	618	4.6	1	1	3	32	63
Lights	618	4.0	1	1	1	56	41
Overall	618	4.6	0	0	4	32	64

Overall, 85% of the responses were in the 4 or 5 category.

Participants who participated in Puerto Rico AHEAD training completed a trainer's evaluation for each trainer. Participants were asked to rate their responses from 1 = low to 5 = high in the following areas:

- Knowledge of the topic
- Trainers preparation for the training
- Presentation style
- Encourages participation
- Availability to answer questions or address participants' needs

Overall, 95% of the participants rated the trainers in the 4 and 5 category. This indicates high satisfaction with the Puerto Rico training team's skills.

COMMENTS/SUGGESTIONS:

- Good organization.
- Very professional trainers.
- Excellent ice breakers and energizers
- Good group activities.
- Not enough time for questions.
- Good visuals.
- Congratulations on the binder.
- Very dynamic training.
- One of the best trainings I attended.
- Some presentations can be shorter.
- Teamwork shows.
- We can tell that the team gets along well.
- There could be a follow-up session.

AHEAD Trainings Conducted by State Trainers

Location of training: **Newcastle, Laramie, Lander, Rawlins, Afton, Casper, and Pinedale, Wyoming**

Trainer: **P.F.**

Received AHEAD Trainers' Training: **05/98**

Conducted training: **09/98 (4 trainings), 10/98 (2 trainings), 12/98**

Number of participants: **71**

Number of children expected to be served using AHEAD: **1,217**

Participants (program coordinator, social worker, early childhood educator, regional director, occupational therapists, speech/language pathologists, home visitors, Early Head Start family education and development specialist, counselors, physical therapist) completed the AHEAD Training Evaluation (both long and condensed forms) at the end of the training by rating the training and the trainer, P.F. See Appendix V for the AHEAD Training Evaluation forms. Participants were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD Trainer, P.F. on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	56	4.0	0	2	20	52	27
Teaching materials/ handouts	71	4.6	1	0	6	28	65
Videos and other media	70	4.2	0	1	16	45	38
Geographic location	14	4.8	0	0	0	21	79
Facilities	14	4.6	0	0	7	29	64
Information received before arrival	11	2.7	27	18	27	9	18
Practical application	71	4.4	0	1	13	28	58
Overall	70	4.4	0	0	10	37	53

Overall, 81% of the responses were in the 4 or 5 category.

BEST COPY AVAILABLE

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	66	4.7	0	0	2	25	74
Preparedness	66	4.5	0	2	4	35	59
Manner of presentation	66	4.5	0	2	8	30	61
Clarity and understandability	66	4.6	0	2	10	16	72
Encouraging participation	66	4.8	0	0	3	17	80
Responsiveness to questions/needs	66	4.7	0	2	2	21	76

Overall, 94% of the responses were in the 4 or 5 category. This shows high satisfaction with P.F.'s skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	30	86
Too short	5	14

COMMENTS:

What did you like most about AHEAD training?

- Discussion of roles of child's provider, child's parents, child's siblings.
- Shared ideas - groups.
- All was interesting and informative.
- Covering several varying areas.
- Very practical and useable information - also gives me a better understanding of the parent's point of view.
- We needed this to further our pursuits of improving services to families! Good stuff.
- All new information to me.
- Overheads, videos, small groups.
- Having manuals and handouts to refer to.

- Great ideas on ways to make parents feel comfortable/receptive to the process.
- Learning about the resource menu.
- The presenter was comfortable and knowledgeable with the material. All material practical and useful.
- It really helped me at home with my child and it will be very helpful with the children in our classroom.
- AHEAD manual will be very useful in working with families. All the topics and the way the information and handouts have been organized make it user friendly.
- I liked the handouts and the active learning, group sessions.
- Everything was great and applicable to the level of children we work with. I really like how the AHEAD manual gave alternatives to skill level of parents under the topic menu.
- The manual is great! Great ideas and great way of presenting each topic.
- The materials that we will be able to use.
- Getting into groups and working.
- I enjoyed working together.
- The including of the family in the overall development of the child is a wonderful idea. Parents *are* the child's center.
- I felt that a lot of the information could be taken back to our preschool and put to use immediately. I feel that much of the information made me think twice about the children with disabilities and their families.
- I really enjoyed the talks, videotapes, and the group involvement.
- All the handouts are great. This program can be used in school as well as home.
- The end result of all the materials provided that we can use with parents.
- Conducting the family interview. Using the topics.
- It was very informative and it will be nice to be able to go to the handouts if we have questions and need ideas.
- The structure and easy organization.
- Handouts and materials.
- The AHEAD books and handouts.
- Excellent resources and information.
- The materials and organization.
- Involvement of staff to generate ideas.
- Great ideas to help incorporate family. Family friendly handouts/resources. Topic discussions.
- The information was excellent. Some of it could have been expanded upon in greater detail.
- Review of known materials.
- The manual is very helpful.
- Manuals - sharing with other professionals ways to use information. Specific topics.
- That you moved onto next topic and having this packet was great. I found it easy to follow and the extras in the packet are great to take back and have examples to go by.
- Having time to use pieces of the manual and be able to explore it and play with it. Many times we get information about a program, we buy it and no one has the opportunity to explore it so it tends to sit on a shelf and gather dust. In staffings of children I am going to direct staff to this manual when they are struggling with what to do with a child/parent, either at home or in the classroom.

- Being introduced to the materials. Realizing how easy documentation could be with these materials.
- The organization of the topics.
- Videos; manual was good; wanted to go through it. Your personal sharing was very meaningful.
- That topics are parent friendly.
- Areas in the notebook. Questions that were brought up during the session.
- Handouts, videos, handouts for parents, manuals, the IFSP paperwork and using the manual.
- The information in the manuals is helpful to use in home visits. I have an increased understanding of services that we provide for developmentally delayed families.
- The videos and activities and accessibility to program.
- The IFSP groups.
- The group discussion of the topics in the manuals. I learned a lot about IFSPs. This will be so valuable - thank you. It showed how I can apply AHEAD to my program and its forms and documentation.
- Hands on.
- The resource manuals have valuable information that I will be using on home visits.
- Availability of manuals and willingness to provide/share materials.
- To gain additional resources to use with families and a better knowledge of the disability system.
- The personal experiences of the trainer and those attending the training. The manuals from AHEAD - very good resources.
- Becoming aware of and familiar with this program.
- Teaching materials/handouts look helpful to use with parents.
- Materials.
- The focus on family needs. Lots of good ideas on how to meet family needs.

How could AHEAD training be improved?

- Somewhat repetitive regarding parents as partners.
- Follow up with a session later.
- Some redundancy re: home visits (challenges, benefits).
- Expand upon the topics presented.
- I wish I would have had more advance notice.
- None.
- If materials could be a little less expensive (administrator concern).
- No suggestions.
- More videos would be a nice thing.
- Have a little longer training.
- I would like some more role playing (it was on a video) on the initial visit of service provider with parents, especially with difficult parents. The video used the "ideal" parents which isn't applicable to many of our special needs children and their families.
- *Our program* could use a brainstorm session on ways to implement this program (as far as providing more services at home vs. center placement).
- It was very good.
- Possibly more brainstorming time on how to implement AHEAD as a team - schedule,

- communication.
- N/A.
- Not in the winter and have more time.
- Maybe break up training into sections, similar to manual. Follow up training with problem areas.
- No suggestions at this time.
- To have more time to go over topics.
- More time to brainstorm problems.
- Writing goals for children and families by using the manual.
- More information concerning home visits and other things we could include in home visits.
- Communication regarding what the training entailed and the participants needs should have occurred on a higher level.
- More hands on work with the manuals, less time with the overview and working with families.
- I would like to have had more hands on practice using the topics - practice writing lessons using the visual sheets, hand-outs and activity sheets. Practice a home visit using the AHEAD manuals.
- More parent information for educating/informing them on why we're changing our approach.

Comments/Suggestions Related to Trainer:

- You have a nice, easy manner of presentation and seem to establish rapport easily. Nice job!
- I enjoyed the training and it is always helpful when "real life" situations are brought into the discussions.
- Thank you for an informative day!
- You often added personal insights which added a lot.
- Enjoyed the day. Thanks.
- Good job!
- Good information.
- Easy to follow, easy to ask whatever question you needed.
- She was very pleasant and very energetic and she knew a lot about it and helped if we had questions.
- The trainer did a great job. She was very knowledgeable. I am amazed at how she is able to open up and share information on her own situation with a child with Down's and have such a wonderful sense of humor.
- She did a great job, not only presenting information to the staff, but also allowing the staff to participate in group discussions on each topic! Great workshop - try to get into the school district, especially elementary level, if possible.
- Maybe have the training a little longer to possibly get into the topics a little more. Overall it was a wonderful training. She is very knowledgeable in this subject matter. Her presentation was excellent! Thank you!

AHEAD Trainings Conducted by State Trainers

Location of training: **Logan, Utah**
 Trainers: **C. W. and S. J.**
 Received AHEAD Trainers' Training: **03/98 and 07/96**
 Conducted training: **03/99 and 06/99**
 Number of participants: **14**
 Number of children expected to be served using AHEAD: **280**

Participants (early interventionists, physical therapist, occupational therapist, speech/language pathologist, child find specialist, nurses, assessment specialist) completed the AHEAD Training Evaluation at the end of the training by rating the training and the trainers, C.W. and S.J. See Appendix V for the AHEAD Training Evaluation form. Participants were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD Trainers, C.W. and S.J. on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	11	3.9	0	9	18	46	27
Teaching materials/ handouts	14	4.9	0	0	0	14	86
Videos and other media	14	4.4	0	0	14	29	57
Geographic location	14	4.7	0	0	7	14	79
Facilities	14	4.6	0	0	7	14	79
Information received before arrival	14	4.2	0	7	14	29	50
Practical application	14	4.8	0	0	0	21	79
Overall	14	4.6	0	0	0	43	57

Overall, 91% of the responses were in the 4 or 5 category. This indicates high satisfaction with the workshop.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	14	4.9	0	0	0	14	86
Preparedness	14	4.9	0	0	0	7	93
Manner of presentation	14	4.9	0	0	0	7	93
Clarity and understandability	14	4.9	0	0	0	14	86
Encouraging participation	14	4.9	0	0	0	7	93
Responsiveness to questions/needs	14	4.9	0	0	0	7	93

Overall, 100% of the responses were in the 4 or 5 category. This indicates high satisfaction with C.W. and S.J.'s skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	2	20
Just right	3	30
Too short	5	50

COMMENTS:

What did you like most about AHEAD training?

- Fun way to learn - very practical. Team spirit.
- The group interaction.
- They did lots of prep and used different teaching methods.
- It was presented in a manner that made learning fun.
- The high enthusiasm of the teachers and their knowledge of the topics they were teaching. Also the handouts were easily understood - not too technical.
- It was a friendly, relaxed atmosphere (even though our trainers were stressed because they had so much to cover in so short a time). A lot of information was common sense, but it was good to discuss it altogether. It was presented as a good reminder.
- Fun way to learn information.

- The hands on learning and the handouts that I can use in working with clients.
- The information was very helpful and was presented in interesting ways.
- The information presented, the opportunity to get acquainted with the AHEAD manual and games, and activities.
- Interaction with staff. Very motivating. Participation.
- The application of materials. The handouts. Activities.
- The presenters encouraged discussion.
- Pertinent information, great instructors, treats, comprehensive coverage.

How could AHEAD training be improved?

- A spiraled collection of handouts for each person instead of individual handouts that are hard to keep organized.
- It was great.
- Maybe fewer people.
- Shorter sessions and more sessions.
- As an occupational therapist, I knew a lot of the medical and therapy-oriented information already. Partly because our trainers didn't have much time to present all of what they wanted, I think I lost some of the information through all the games we played. Even though the information seemed to be flowing, I didn't feel that it was discussed in depth.
- Have additional sessions, I feel like there are a lot of other things I would like to learn through AHEAD.
- Maybe a little more time so could cover more of the information.
- I don't think it could be improved.
- Break it up into shorter sessions and have a few more sessions.
- I want more information, longer or more thorough.
- Maybe condensed to focus on actual use of the manual - like we did the last day of the training.
- Possibly shorter sessions over more days.

Comments/Suggestions Related to Trainer:

- They were terrific. Absolutely fabulous. If I had suggestions, I would write them but I don't.
- I really enjoyed and learned.
- They were great!
- They had great ideas/creativity for games and presentation of subjects.
- They did a wonderful job!
- You were both so gracious in allowing the participants to discuss, tell anecdotes and ask questions. I know you had so much material that you wanted to give that you must have been a little concerned but thank you.
- Excellent, well prepared, pleasant, great interaction, invited and answered questions.
- They were excellent! They made training fun!
- Good job you guys.
- A worthwhile workshop presented in a friendly, professional manner. It will help immensely in doing the "credentialing" process.

AHEAD Trainings Conducted by State Trainers

Location of training: **Child Development Center, Idaho Falls, Idaho**

Trainer: **B. P.**

Received AHEAD Trainers' Training: **05/98**

Conducted training: **11/98**

Number of participants: **20**

Number of children expected to be served using AHEAD: **297**

Participants (social workers, speech/language pathologists, occupational therapist, physical therapist, developmental specialists) completed the AHEAD Training Evaluation at the end of the training by rating the training and the trainer, B.P. See Appendix V for the AHEAD Training Evaluation form. Participants were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD Trainer, B.P. on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	14	4.2	0	7	21	14	57
Teaching materials/ handouts	20	4.4	0	5	0	40	55
Videos and other media	20	4.3	0	0	10	50	40
Geographic location	19	4.6	0	5	0	21	74
Facilities	20	4.3	0	0	20	30	50
Information received before arrival	19	3.3	0	21	42	21	16
Practical application	20	4.1	0	10	10	40	40
Overall	18	4.0	0	5	11	50	33

Overall, 79% of the responses were in the 4 or 5 category.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	16	4.7	0	0	6	18	76
Preparedness	17	4.8	0	0	0	18	82
Manner of presentation	17	4.6	0	5	0	24	71
Clarity and understandability	17	4.7	0	0	6	18	76
Encouraging participation	17	4.9	0	0	0	12	88
Responsiveness to questions/needs	17	4.7	0	0	0	24	76

Overall, 97% of the responses were in the 4 or 5 category. This indicates a high satisfaction with B.P.'s skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	7	88
Too short	1	12

COMMENTS:

What did you like most about AHEAD training?

- Good visuals, knowledgeable, good group participation.
- A lot of hands on activities.
- Nice visuals, handouts, energy of the providers/teachers. Thanks for the breaks.
- Practical! Handouts! Humor! Quick! Great!
- Practical ideas from manual on actual home visits and ideas to improve. Bag ideas. We had already had a lot of the parent training on the first day.
- The handouts for future use.
- Skills I can use -- dealing with families.

- All the group exercises. Nice to get other's ideas and perspectives on topics.
- Variety of teaching methods.
- Practical applications to home visits.
- I really liked the games and way material was presented using multi-sensory means! Kept me awake and interested.
- It was interactive and informative.
- Handouts.
- Liked the continued changes in seats, etc. Food was nice.
- Very good practical, useful and applicable information to be used in a variety of settings while working with children.
- Good snacks.
- Attitude, enthusiasm, role playing, personable.

How could AHEAD training be improved?

- Talk about more specific ways to be better home visitors. More ways to teach and have parents incorporate them into their lives.
- More videos.
- More time on day care and practical home visit problems. Less on interacting with families because we've already had that (I realize that may not be true in another training situation).
- Perhaps talk more about maintaining professional boundaries of families, ethical dilemmas, etc.
- More reporting on what has worked.
- More time on the day care section. Get deeper, maybe even more exercises for some of the other sections.
- Maybe address specific problems we have, possible solutions.
- Could use more on the practical application of home visits and less on some of the basics.
- I don't see how.
- More ideas for home and day care visits -- functional.
- There were a lot of handouts that I wonder if I will keep going through.
- Shorter, more practical, concrete.

Comments/Suggestions Related to Trainer:

- Thank you.
- More specific ideas -- at times too general.
- I think much of the information was basic but it is good to remind staff of what they should be thinking about. Perhaps including more advanced knowledge skills training would be beneficial for more seasoned staff.

AHEAD Trainings Conducted by State Trainers

Location of training: **Nova Care for Kids, Minneapolis, Minnesota**

Trainer: **T. G.**

Received AHEAD Trainers' Training: **10/97**

Conducted training: **02/99**

Number of participants: **15**

Number of children expected to be served using AHEAD: **250**

Participants (speech/language pathologists, occupational therapists, physical therapists) completed the AHEAD Training Evaluation at the end of the training by rating the training and the trainer, T.G. See Appendix V for the AHEAD Training Evaluation form. Participants were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD Trainer, T.G. on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	12	4.1	0	0	23	46	31
Teaching materials/ handouts	15	4.8	0	0	7	7	87
Videos and other media	15	4.3	0	0	13	40	47
Geographic location	15	3.8	0	7	27	47	20
Facilities	15	3.1	0	20	47	33	0
Information received before arrival	15	3.7	0	13	20	47	20
Practical application	15	4.7	0	0	0	33	67
Overall	15	4.6	0	0	0	33	67

Overall, 78% of the responses were in the 4 or 5 category.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	15	4.8	0	0	0	20	80
Preparedness	15	4.9	0	0	0	7	93
Manner of presentation	15	4.9	0	0	0	13	87
Clarity and understandability	15	4.8	0	0	0	20	80
Encouraging participation	15	5.0	0	0	0	0	100
Responsiveness to questions/needs	15	5.0	0	0	0	0	100

Overall, 100% of the responses were in the 4 or 5 category. This indicates high satisfaction with T.G.'s skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	1	17
Just right	5	83
Too short	0	0

COMMENTS:

What did you like most about AHEAD training?

- Not only clinically oriented but also very emotion-oriented. Will help with working with families more closely.
- Gives practical ways to involve families.
- It made me think about the parent's perspective and put more emotion and sensitivity with dealing with families.
- Multimedia presentation and group activities.
- Coming together of co-workers for overnight, fun experience.

BEST COPY AVAILABLE

- They take lots of breaks, play fun games, encourage you to use all senses, thorough, caring, positive.
- The interactive methods of learning; the fun little ice breakers and of course the material.
- Being together with co-workers and being given the opportunity to share and learn things about each other, an important moral booster. Recognizing our knowledge and experience is very good already.
- Increased my sensitivity in a number of areas. Very practical.
- Handouts for parents, resources, activities.
- The enthusiasm it created and the functional information it provided.
- Pace, variety of teaching methods.
- Multi-media, get up and move, ice breakers, organized, well-planned, great handouts, user friendly.
- Addressed various learning styles, well paced with a variety of activities.
- Enjoyed family-centered approach. Availability of specific information to give to families in a clear, concise manner, user friendly format. Good mix of different methods of teaching - lecture, hands on tech etc. made it very interesting.

How could AHEAD training be improved?

- It was really long.
- Day hours are better.
- More one-on-one conversation, discussion time set aside for reading resources.
- Add more information about sensory aspects of development.
- Made more for therapists.
- No suggestions, great already . . .
- Day hours.
- Great, not much individualized.

Comments/Suggestions Related to Trainer:

- The trainer was an excellent presenter; very knowledgeable and very passionate about this information and how we can improve our service delivery and families.
- Excellent use of diverse modes of presentation. Care to ensure needs of all were met.
- Great attention to detail. Input from parents excellent idea to stimulate discussion.
- Excellent tools to encourage participation and keep people interested.
- Excellent seminar -- very impressive.
- Great job!
- The trainer did an excellent job!
- Thank you for this learning experience. You've increased my optimism towards my chosen career.
- T.G. - Excellent job! I hope you continue with this work. It is much needed by both the professionals and the families.
- Very good workshop.
- Awesome.

AHEAD Trainings Conducted by State Trainers

Location of training: **Quality Life Concepts, Great Falls, Montana**

Trainers: **S. H. and J. K.**

Received AHEAD Trainers' Training: **03/98**

Conducted training: **05/98**

Number of participants: **17**

Number of children expected to be served using AHEAD: **136**

Participants (family support specialists) completed the AHEAD Training Evaluation at the end of the training by rating the training and the trainers, S.H. and J.K. See Appendix V for the condensed AHEAD Training Evaluation form. Participants were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD Trainers, S.H. and J.K. on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	8	4.8	0	0	0	25	75
Teaching materials/ handouts	8	4.5	0	0	12	25	63
Videos and other media	9	5.0	0	0	0	0	100
Practical application	9	4.6	0	0	11	22	67
Overall	9	4.7	0	0	0	33	67

Overall, 95% of the responses were in the 4 or 5 category. This indicates high satisfaction with the workshop.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	9	4.8	0	0	0	22	78
Preparedness	9	4.8	0	0	0	22	78
Manner of presentation	9	4.8	0	0	0	22	78
Clarity and understandability	9	4.8	0	0	0	22	78
Encouraging participation	9	4.8	0	0	0	22	78
Responsiveness to questions/needs	9	4.8	0	0	0	22	78

Overall, 100% of the responses were in the 4 or 5 category. This indicates high satisfaction with S.H. and J.K.'s skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	3	100
Too short	0	0

COMMENTS:

What did you like most about AHEAD training?

- Hearing about the various developmental areas.
- Great prizes and resources. Resource manual helpful for families.
- Useful material with families. Most practical and useful information I've received since I started.
- Everything
- User family friendly materials.
- Useful in our home-based program
- Trainers' show. Materials looked like they would be very useful. User friendly.
- Manuals as resources.

How could AHEAD training be improved?

- Send more people to AHEAD Training out of state.
- Trainers were perfect. You train well. It might help to tone down their enthusiasm (I'm kidding. They were great.).
- Another session.
- Another session at a later date.
- Not familiar enough with the program to make a comment.

Comments/Suggestions Related to Trainer:

- Great material. Excellent resource. User friendly.
- I have used several programs from the manuals and they are very easy to follow for our families. Step by step procedures.
- Like material. Would like to have more training.
- Good resources. Manuals easy to use.
- Good job.

AHEAD Trainings Conducted by State Trainers

Location of training: **New Hampshire Community Technical College, Claremont,
New Hampshire**

Trainers: **S. P. and K. M.**

Received AHEAD Trainers' Training: **10/98**

Conducted training: **05/99**

Number of participants: **6**

Number of children expected to be served using AHEAD: **Not Reported**

Participants (full-time students in Human Services and Early Childhood Education, and Early Intervention/OT program) completed the AHEAD Training Evaluation at the end of the training by rating the training and the trainers, S.P. and K.M.. See Appendix V for the condensed AHEAD Training Evaluation form. Participants were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD Trainers, S.P. and K.M. on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	5	4.8	0	0	0	20	80
Teaching materials/ handouts	5	4.6	0	0	20	0	80
Videos and other media	4	4.8	0	0	0	25	75
Practical application	5	4.4	0	0	20	20	60
Overall	5	4.6	0	0	20	0	80

Overall, 88% of the responses were in the 4 or 5 category.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	5	4.8	0	0	0	20	80
Preparedness	5	4.8	0	0	0	20	80
Manner of presentation	5	4.8	0	0	0	20	80
Clarity and understandability	5	5.0	0	0	0	0	100
Encouraging participation	5	5.0	0	0	0	0	100
Responsiveness to questions/needs	5	5.0	0	0	0	0	100

Overall, 100% of the responses were in the 4 or 5 category. This indicates high satisfaction with S.P. and K.M.'s skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	4	100
Too short	0	0

COMMENTS:

What did you like most about AHEAD training?

- The most interesting areas that I like about the AHEAD training are the handouts, discussions, role playing, and the activities.
- Practical knowledge gained.
- I liked the information that was given out.
- It was very informative and interesting.

How could AHEAD training be improved?

- Don't think it needs it.

Comments/Suggestions Related to Trainer:

- Very good!
- The trainer was extremely excited about the AHEAD Trainers' Training that she attended in Utah. She was confident and the style of her presentation was fabulous. She was comfortable with all the materials and the way we learned the material was interesting and fun. The handouts were useful and easy to understand. The learning activities were wonderful because it enhanced the material we had just learned. I am grateful that I was able to be part of the AHEAD training program. I learned many useful aspects that I will be able to apply and share with others. What a great job!! Keep up the great work!!!

AHEAD Trainings Conducted by State Trainers

Location of training: **Provo Early Education Program, Provo, Utah**

Trainer: **A. R.**

Received AHEAD Trainers' Training: **10/97**

Conducted training: **03/98**

Number of participants: **6**

Number of children expected to be served using AHEAD: **270**

Participants (early interventionists, speech/language pathologists) completed the AHEAD Training Evaluation at the end of the training by rating the training and the trainer, A.R. See Appendix V for the condensed AHEAD Training Evaluation form. Participants were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD Trainer, A.R. on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	5	4.2	0	0	0	80	20
Teaching materials/ handouts	5	4.8	0	0	0	20	80
Videos and other media	4	3.5	0	0	75	0	25
Practical application	5	5.0	0	0	0	0	100
Overall	5	4.8	0	0	0	20	80

Overall, 85% of the responses were in the 4 or 5 category.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	4	4.8	0	0	0	25	75
Preparedness	4	5.0	0	0	0	0	100
Manner of presentation	4	4.8	0	0	0	25	75
Clarity and understandability	4	4.8	0	0	0	25	75
Encouraging participation	4	4.8	0	0	0	25	75
Responsiveness to questions/needs	4	4.8	0	0	0	25	75

Overall, 100% of the responses were in the 4 or 5 category. This indicates high satisfaction with A.R.'s skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	2	100
Too short	0	0

COMMENTS:

What did you like most about AHEAD training?

- The books are so helpful. I really enjoyed the handouts and the discussion.
- Practical application, going through the manuals.
- Easy to go through concepts.
- Used various attention getters, sharing methods and ice breakers.
- Personalized, down to earth, practicality, simplistic approach, awareness.
- Opened up my eyes to other areas to be aware of, the videotape we watched the first day, and the AHEAD notebook materials.

How could AHEAD training be improved?

- It was great and very useful.
- N/A
- Nope.

Comments/Suggestions Related to Trainer:

- I enjoyed the atmosphere. I felt comfortable asking questions. If I have a suggestion it would be that the videos would be better if we knew what they were ahead of time.
- Great!
- Couldn't be better.
- A good job steering us back on topic. You did a great job.

AHEAD Trainings Conducted by State Trainers

Location of training: **Avera St. Luke's Hospital, Aberdeen, South Dakota**
 Trainer: **D. J.**
 Received AHEAD Trainers' Training: **10/98**
 Conducted training: **04/99**
 Number of participants: **18**
 Number of children expected to be served using AHEAD: **Not Reported**

Participants (early interventionists, speech/language pathologist, physical therapists, occupational therapists) completed the AHEAD Training Evaluation at the end of the training by rating the training and the trainer, D.J. See Appendix V for the condensed AHEAD Training Evaluation form. Participants were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD Trainer, D.J. on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	11	4.6	0	0	9	27	64
Teaching materials/ handouts	13	4.8	0	0	0	15	85
Videos and other media	10	4.3	0	10	10	20	60
Practical application	13	4.8	0	0	0	15	85
Overall	13	4.8	0	0	0	15	85

Overall, 94% of the responses were in the 4 or 5 category. This indicates high satisfaction with the workshop.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	12	4.8	0	0	0	17	83
Preparedness	12	4.9	0	0	0	8	92
Manner of presentation	12	4.8	0	0	0	17	83
Clarity and understandability	12	4.8	0	0	0	17	83
Encouraging participation	12	4.9	0	0	0	8	92
Responsiveness to questions/needs	12	4.8	0	0	0	17	83

Overall, 100% of the responses were in the 4 or 5 category. This indicates high satisfaction with D.J.'s skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	7	100
Too short	0	0

COMMENTS:

What did you like most about AHEAD training?

- Interactive training - group participation; very pertinent information.
- Interactive presentation - very good!
- Something parents can utilize without a lot of effort.
- The examples and handouts.
- Very informative, excellent resource.
- The verification given on qualities of a good provider.
- Easy information to use.
- New ideas, easy reading and following instructions. Diversification - may be applied at different ages per topic.

- Awareness of the program.
- The easy to use topics.
- Going over different topics.

How could AHEAD training be improved?

- Not on Fridays.
- I have one parent of a disabled child speak about those things care providers do or don't do that help them.

Comments/Suggestions Related to Trainer:

- Very well prepared; good content; nice examples to illustrate topic areas.
- Excellent.
- Well organized, hands-on activities, following topics asked for questions.
- Good job. Thanks for sharing this information.
- Overall, very well presented.
- Good job!

AHEAD Trainings Conducted by State Trainers

Location of training: **Tennessee Infant Parent Service, Knoxville, TN**
 Trainers: **Tennessee Training Team**
 Received AHEAD Trainers' Training: **02/96**
 Conducted training: **11/98 and 04/99**
 Number of participants: **65**
 Number of children expected to be served using AHEAD: **240**

Participants (early interventionists) completed the AHEAD Training Evaluation at the end of the training by rating the training and the Tennessee Training Team. See Appendix V for the AHEAD Training Evaluation form. Participants were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the Tennessee Training Team on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	59	4.5	0	0	12	27	61
Teaching materials/ handouts	65	4.9	0	0	0	6	94
Videos and other media	64	4.6	0	2	8	25	66
Geographic location	65	4.6	0	0	11	17	72
Facilities	65	4.6	0	0	11	18	71
Information received before arrival	63	4.2	0	8	11	33	48
Practical application	65	4.9	0	0	2	9	89
Overall	65	4.9	0	0	0	9	91

Overall, 92% of the responses were in the 4 or 5 category. This indicates high satisfaction with the workshop.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	57	5.0	0	0	0	5	95
Preparedness	57	5.0	0	0	0	4	96
Manner of presentation	57	5.0	0	0	0	5	95
Clarity and understandability	57	4.9	0	0	0	9	91
Encouraging participation	57	4.9	0	0	0	7	93
Responsiveness to questions/needs	57	4.9	0	0	2	7	91

Overall, 99% of the responses were in the 4 or 5 category. This indicates high satisfaction with the Tennessee training team's skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	2	5
Just right	33	89
Too short	2	5

COMMENTS:

What did you like most about AHEAD training?

- Hands on activities, movement, small groups, wide use of varied activities, very positive responses to all comments made.
- Practical, useful, clear, necessary.
- Role playing, participating in activities with others, good nutritional food.
- The overall attitude.
- All of the information I received at the workshop. The workshop was full of knowledge.

- Different views and ideas.
- The different perspectives of various instructors, the opportunities to discuss and practice skills, the positive attitudes and atmosphere. Thanks.
- Use of materials, interaction of trainers and trainees.
- I enjoyed the group collaboration and hands-on activities. Thank you to all the trainers, your dedication of time and wealth of information is appreciated.
- The hands-on activities, videos.
- The overall program was well planned. I like the involvement of the participants in role playing, teaching, etc.
- The group activities and the real stories about specific cases (video, experience), hand on activities.
- Terrific instructors! Wonderful resources given in class! The manual is unbelievable!
- The number of different teaching methods used to convey information. It was very easy to attend to speakers and activities.
- Hands on, doing actual planning, showing topics/items that trainers find especially helpful, positive attitude of trainers.
- Good information, materials are excellent, trainers are knowledgeable, the food was great.
- Organization of presenters, wonderfully supportive atmosphere conducive to learning. The rewards were a nice surprise and effectively used to support involvement. Good materials resource. **MANUAL IS WONDERFUL!**
- The presenters were very knowledgeable and well prepared. Encouraged lots of participation.
- The presenters and their presentations were organized and informative but were also fun.
- Nice, warm environment.
- I thought they shared great ideas.
- Teachers' style, knowledge base, teaching techniques. Emphasis on family and goal setting. Emphasis on whole child, integration of activities such as motor, communication, etc.
- The AHEAD manual is awesome!
- Excellent hands on activities. Utilized all varieties of learning techniques. I enjoyed the group work.
- I love the different teaching styles and the material.
- Everything - the instructors knew their material. I felt like I was in good hands . . . food was good too!
- Trainers role-playing, Quinn's videotape.
- Handouts, role playing, knowledgeable answers to questions.
- Learning how the assessment and goal writing is done.
- Everything!! I learned so much from everyone. I loved how informative it was and how everyone was willing to share.
- Practice exercises of completing Peach assessments and home visit plan. As well as planning programming.
- Good instructors.
- Practicum, teaching ability of presenters.
- The variety in the presentations.
- The material/handouts and the knowledge of the trainers.

- Quick to the point. It let us know what we needed; practical.
- Practical application/case studies.
- Getting a look at the curriculum, interacting with participants. Pleasant relaxing tone was set. Thank you for all the work you put into this.
- Positive atmosphere, fast pace (just fast enough to hold our attention), handouts.
- It is easy to use. The handouts are informative.
- I enjoyed this more than any other training. It is very practical and useful - early interventionist friendly!!
- The HELP checklist rating score (developmental level) was extremely helpful, hands-on, learning about the various grasps (ulnar, radial, etc.) was extremely beneficial.
- New information gained to help me further benefit from AHEAD curriculum to impart to my parents.
- Opportunity to work and talk with others doing similar work!
- I needed all of the information.
- Brainstorming with other professionals.
- The hands on/practical approach to training.
- Quick overview of materials not redundant information.
- The practical application which will help in using the manual. Great food as always!
- The application of the curriculum to activities.
- Getting to know others and share ideas.
- Group work sessions.
- It was fun and educational. Told me what I needed to know.
- Individual sharing, organized training.
- Finding out about curriculum and its use.
- Changing learning styles, grouped with region.
- Becoming more familiar with the manuals - sharing ideas with others.
- Receiving the volumes, being able to share ideas.
- Very helpful. Feel much better about using the curriculum. Enjoyed meeting other early interventionists.
- Getting into the books.
- The excellent presentation from the trainers.

How could AHEAD training be improved?

- I can't begin to think . . .
- Massage therapists moving around the room and providing massages.
- N/A
- Nothing.
- More hands on activities.
- It would be great to be able to take the manual and look deeper into the material before/while waiting for an assignment.
- No improvement needed.
- Have training hours on the certificate.
- I wish we could have seen more videos of actual cases.
- Maybe a little more training on the assessment and the different tools.
- Support groups to meet (weekly, monthly) to share ideas, etc. (You may already do this.)

- Questions that were discussed at the end of training would be more beneficial at beginning of the training.
- More concrete examples of lesson plans.
- I am a list person. I would love to have a list of what comes first, second, and so on . . .
- Sometimes, it seemed we were a little rushed in our group activities/discussion but I know we were on a schedule.
- Shorten training period by less group activities. It would be helpful to include the number of training hours on the certificate.
- Tour of TIPS library.
- Need more on writing goals.
- Small group discussion on how AHEAD has been implemented by early interventionists.
- 2 days.
- N/A. GREAT.
- More information on Motor from PTs/OTs.
- Possibly we could have a section where we could do application in the day care setting with special (specific) children with disabilities and how we would handle in different day care settings.
- Possibly mail agenda for actual training session before.
- Can't think of anything.
- No complaints. Thanks for your time and expertise.
- I really enjoyed the format and wouldn't change it.
- Invite child care worker or teacher of preschool setting for input.
- More days if possible with more time for each session. Some topics were sort of rushed.
- 2-day training.
- We really need training on lower functioning children and actually how to be supportive to parents when the child really can't do anything.
- Training for lower functioning children.
- More time.

Comments/Suggestions Related to Trainer:

- This is absolutely the very best workshop I have ever been to.
- Fun, intelligent, knowledgeable, extremely positive, and appreciative women. Thank you!
- Instructors outstanding.
- Great training!
- Thanks again to your hard work and organization. It was obvious that lots of time went into your presentations. Thanks for the prizes and good food, too!
- You all did a great job to make the participants feel "at home"; that they/we are (can be) experts for families; providing things that work for you. Appreciate comments about premises and about adaptations. You are able to keep the training on task as presenters.
- Gifts are a neat positive to add to the workshop and food favors.
- Supportive, enthusiastic, very knowledgeable presenters. Having attended numerous conferences/workshops (3 since Christmas), I was very impressed with the organization of this session in general and particularly with the implementation of valid educational techniques by all presenters. It's interesting how many educational conferences ignore in

the presentation, the very teaching techniques that are the subject of the instruction. Great job!! The resource materials were very welcome and it was helpful to have them to actually look through.

- Great job!
- Each trainer was wonderful!
- Excellent training!
- Very helpful and approachable group. Good acting skills!
- I am looking forward to attending all areas of training. Especially deaf education. More information about other areas. When and where.
- Everyone was so nice, warm, and helpful. You know your stuff!!
- Thank you for lunch. It was so nice not to have to leave the area.
- Good workshop!
- Great!
- You all should really do a workshop on how to do trainings for prospective trainers.
- All of you are so professional and fun! Thanks for all your time and preparation!
- Great job!
- Great.
- Great! These are the nicest bunch of people you'd ever want to meet. The regional leaders/trainers are wonderful, friendly, helpful, informative.
- It was very helpful to me.

AHEAD Trainings Conducted by State Trainers

Location of training: **Uintah Early Intervention, Vernal, Utah**

Trainers: **K. S. and S. M.**

Received AHEAD Trainers' Training: **03/98**

Conducted training: **08/98**

Number of participants: **13**

Number of children expected to be served using AHEAD: **40**

Participants (early interventionists, child care coordinator, social worker, vision consultant, child care teachers, nurses, office managers) completed the AHEAD Training Evaluation at the end of the training by rating the training and the trainers, K.S. and S.M.. See Appendix V for the AHEAD Training Evaluation form. Participants were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD Trainers, K.S. and S.M.. on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	12	4.3	0	0	17	33	50
Teaching materials/ handouts	14	4.8	0	0	7	7	86
Videos and other media	14	4.1	0	0	29	29	43
Geographic location	8	4.5	0	0	25	0	75
Facilities	8	4.8	0	0	12	0	88
Information received before arrival	7	4.0	0	0	29	43	29
Practical application	14	4.7	0	0	14	0	86
Overall	14	4.9	0	0	0	7	93

Overall, 84% of the responses were in the 4 or 5 category.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	11	4.9	0	0	0	9	91
Preparedness	11	5.0	0	0	0	0	100
Manner of presentation	11	5.0	0	0	0	0	100
Clarity and understandability	11	4.9	0	0	0	9	91
Encouraging participation	11	5.0	0	0	0	0	100
Responsiveness to questions/needs	11	5.0	0	0	0	0	100

Overall, 100% of the responses were in the 4 or 5 category. This indicates high satisfaction with K.S. and S.M.'s skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	9	100
Too short	0	0

COMMENTS:

What did you like most about AHEAD training?

- The relaxing atmosphere, the trainers' attitudes and personalities, the audience participation, the energizers and the food.
- How to relate to parents with disabilities. Home visits.
- Stimulating, fun, practical, useful, easily implemented and understood.
- New sections - signing, motor, feeding.
- The presenters did a great job.
- You made the learning fun and encouraged activities to help us better implement the program. Receiving feedback from day care providers was extremely helpful.

- Material and group discussions.
- New ideas, stimulating trainers that involved the whole group. Exchanging of ideas with other professionals in the field.
- Practicality - should be fun to implement.
- All material that was given was very important and useful.
- It was fun. Good information - useful.
- Knowledge I've gained.
- The comments of everyone here. The practical things we can use. Getting to know the participants better.

How could AHEAD training be improved?

- I feel this was a great training program.
- Just right.
- Thanks, it was great!
- More group activities.
- More time to finish topics.
- It was as good as I think it could get!
- More time - some examples for parents.

Comments/Suggestions Related to Trainer

- This was a great training session.
- Very good trainers. I would like to participate in more of the workshops and training programs. Lots of great people involved in this program.
- Done a very good job! Thanks.
- Great, great job! Neat material to work with. Love this curriculum!
- This was an excellent workshop! It was very stimulating and motivating. I enjoyed it immensely!
- Great job!
- Wish we had more time to go over more topics. You made this workshop fun, eager to use/learn the Project AHEAD. We'll surely approach you for further ideas/ways to use the Project AHEAD text.
- Workshop was beautifully done. Both trainers were friendly, helpful, and very caring.
- It was great. Thanks.

AHEAD Trainings Conducted by State Trainers

Location of training: **St. Augustine, Tallahassee (2), FL**

Trainers: **K.M., J.C., and H.S.**

Received AHEAD Trainers' Training: **08/97, 10/97, 10/97**

Conducted training: **09/98, 10/98, 07/99**

Number of participants: **20**

Number of children expected to be served using AHEAD: **261**

Participants (early interventionists, parent, director of early childhood services, parent consultant, parent educator, management review specialist, child care provider, collaborative grant coordinator, program director, child care training coordinator, family support worker, child care director, physical therapist, speech/language pathologist, occupational therapist, teacher, teacher assistant) completed the AHEAD Training Evaluation at the end of the training by rating the training and the trainers, K.M., J.C., and H.S. See Appendix V for the AHEAD Training Evaluation form. Participants were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD Trainers, on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	11	4.0	0	9	27	18	46
Teaching materials/ handouts	15	4.8	0	0	0	20	80
Videos and other media	15	4.3	0	0	13	40	47
Geographic location	15	4.6	0	0	7	27	67
Facilities	15	4.5	0	0	13	20	67
Information received before arrival	14	3.4	14	14	21	21	29
Practical application	15	4.7	0	0	0	27	73
Overall	15	4.7	0	0	7	20	73

Overall, 84% of the responses were in the 4 or 5 category.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	15	4.9	0	0	0	13	87
Preparedness	15	4.9	0	0	7	0	93
Manner of presentation	15	4.6	0	0	7	27	67
Clarity and understandability	15	4.9	0	0	0	7	93
Encouraging participation	15	4.8	0	0	0	20	80
Responsiveness to questions/needs	15	4.8	0	0	0	20	80

Overall, 98% of the responses were in the 4 or 5 category. This shows high satisfaction with K.M., J.C. and H.S.'s skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	7	100
Too short	0	0

COMMENTS:

What did you like most about AHEAD training?

- Trainers did excellent training, varying learning activities. Great hostesses - made us comfortable in every way. Great goodies.
- Volumes received are incredibly useful. K.M.'s developmental examples of dolls were graphically clear.
- Lots of basic information, well organized.
- This training really gave a lot of views on parents, how they feel, what they're going through.
- The information that was given, and knowing that the different things can be used with all children.
- Meeting other early interventionists and sharing ideas.

- That the trainers took their time in teaching, not just rushing through.
- All of the sharing of information.
- I enjoyed everything.
- The trainers and the way they detailed the information.
- The practical information on 'how to' and the excellent videotapes. The trainers were all knowledgeable and flexible.
- The discussion aspect of the training; applicability.
- Written materials; activities - not just lecture.
- Seems very family friendly and in language everyone can understand.
- Hands-on approach; great materials/resources.

How could AHEAD training be improved?

- It's a wonderful, thorough training.
- Don't spend so much time on information that is obvious. Explain more about application of information, specifics on working with child care providers.
- No improvement needed.
- N/A.
- Weekend training.
- You're doing GREAT. Keep up the good work!
- It's wonderful - maybe a little shorter.
- The training was very good - the length was too long.
- Use the word 'family' rather than 'parents' because of the changing make-up of families. Use people first language.
- Prior knowledge of manuals and more specific information; reality information.
- Some of the terminology in materials was too technical.

Comments/Suggestions Related to Trainers:

- Lively, forthright, great hostesses, responsive.
- I felt that J.C.'s knowledge, preparedness, manner were all excellent. However, she seemed to put a lot of time on certain areas and barely any time on others. In other words, while there was a lot of material to cover, I felt her choices were not responsive to this particular training. Also, participation and input from class members was listened to with nods but not really used and responded to.
- Three very knowledgeable ladies. The training was very well explained.
- Great. Great. Great!
- Great advocates for this program. Make it adaptable for all natural environments.
- Keep up the great work!
- You were fabulous hostesses besides teachers!
- This is an excellent training that could be very useful as Florida works toward more inclusive child care and natural environment opportunities.
- This training can be a resource to communities as they struggle to move forward with inclusion.
- Went above/beyond presentation; appeared to have fun; seemed very devoted to 'spreading the word'.

AHEAD Trainings Conducted by State Trainers

Location of training: **Coldwater, Michigan**

Trainers: **S. S. and M. F.**

Received AHEAD Trainers' Training: **03/99**

Conducted training: **05/99**

Number of participants: **7**

Number of children expected to be served using AHEAD: **32**

Participants (family and community outreach assistant, program associates, child development specialist, home visitor and infant toddler teacher) completed the AHEAD Training Evaluation at the end of the training by rating the training and the trainers, S.S. and M.F. See Appendix V for the AHEAD Training Evaluation form. Participants were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD Trainers, S.S. and M.F. on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	5	3.8	0	20	20	20	40
Teaching materials/ handouts	6	5.0	0	0	0	0	100
Videos and other media	6	4.5	0	0	0	50	50
Geographic location	6	4.0	0	17	17	17	50
Facilities	5	3.2	0	20	40	40	0
Information received before arrival	6	2.8	0	33	50	17	0
Practical application	6	5.0	0	0	0	0	100
Overall	6	5.0	0	0	0	0	100

Overall, 73% of the responses were in the 4 or 5 category.

BEST COPY AVAILABLE

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	6	4.8	0	0	0	17	83
Preparedness	6	5.0	0	0	0	0	100
Manner of presentation	6	5.0	0	0	0	0	100
Clarity and understandability	6	4.8	0	0	0	17	83
Encouraging participation	6	5.0	0	0	0	0	100
Responsiveness to questions/needs	6	5.0	0	0	0	0	100

Overall, 100% of the responses were in the 4 or 5 category. This indicates high satisfaction with S.S. and M.F.'s skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	1	20
Just right	4	80
Too short	0	0

COMMENTS:

What did you like most about AHEAD training?

- A variety of activities and techniques used to teach concepts. Good presentations/trainers.
- Handouts were wonderful! Presenters very cheerful and enthusiastic!
- Very informative and useful information that can be used in daily work. Great trainers.
- That there were 2 presenters who worked well together. They used a variety of teaching methods to keep it interesting and have the participants involved.
- All the information we will be able to use in our program.
- The simple layout of the manuals. The fun ways we learned.

How could AHEAD training be improved?

- More information after registering on agenda, directions, etc. Fewer ice breakers. The

BEST COPY AVAILABLE

first day covered a lot of what I have already gotten from other training (e.g., covered at IFSP trainings). Would have liked more time spent on AHEAD.

- Training for lower functioning children.
- More time.

Comments/Suggestions Related to Trainers:

- Excellent presentation of materials.
- Thank you so much for the relaxed atmosphere. This training was wonderful.
- Very energetic trainers, knew the material well and put in the extra effort to make the training fun and interesting.
- Some trainings can be too long and/or uninteresting. Even though this was 2½ days, the time went by. The materials are wonderful for our families. The trainers made great use of props, etc. to keep it interesting. They appeared prepared and like they invested the time and effort needed to be effective.
- For this being the first time that the trainers did this AHEAD training, I felt they did a great job! I've really enjoyed all the information and can't wait to begin to use it in our program.
- I enjoyed the training. The information was great. The trainers made it fun and interesting to learn.

Appendix O

AHEAD Training Evaluations on AHEAD State Trainers (in total)

Summary of AHEAD Trainings Conducted by State Trainers

Location of trainings: **Florida, Idaho, Michigan, Minnesota, Montana, New Hampshire, South Dakota, Tennessee, Utah, and Wyoming**
(Puerto Rico reported separately)

Participants completed the AHEAD Training Evaluation at the end of the training by rating the training and the trainer(s). See Appendix V for the AHEAD Training Evaluation form and the condensed AHEAD Training Evaluation form. Participants were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD Trainer(s), on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	209	4.3	0	2	16	36	46
Teaching materials/ handouts	251	4.7	1	1	3	18	78
Videos and other media	236	4.3	0	1	14	35	50
Geographic location	156	4.5	0	2	10	20	67
Facilities	156	4.4	0	3	15	22	60
Information received before arrival	149	3.8	3	12	21	30	34
Practical application	252	4.6	0	1	6	20	72
Overall	250	4.6	0	1	4	25	70

Overall, 85% of the responses were in the 4 or 5 category. This indicates high satisfaction with the workshop.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	230	4.8	0	0	1	16	83
Preparedness	231	4.8	0	1	2	15	83
Manner of presentation	231	4.8	0	1	3	17	79
Clarity and understandability	232	4.8	0	1	3	14	82
Encouraging participation	231	4.9	0	0	1	11	88
Responsiveness to questions/needs	231	4.8	0	1	1	13	85

Overall, 98% of the responses were in the 4 or 5 category.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	1	7
Just right	86	83
Too short	11	11

COMMENTS:

What did you like most about AHEAD training?

- We needed this to further our pursuits of improving services to families! Good stuff.
- AHEAD manual will be very useful in working with families. All the topics and the way the information and handouts have been organized make it user friendly.
- Everything was great and applicable to the level of children we work with. I really like how the AHEAD manual gave alternatives to skill level of parents under the topic menu.
- Useful material with families. Most practical and useful information I've received since I started.
- You made the learning fun and encouraged activities to help us better implement the program. Receiving feedback from day care providers was extremely helpful.

BEST COPY AVAILABLE

- New ideas, stimulating trainers that involved the whole group. Exchanging of ideas with other professionals in the field.
- Very good practical, useful and applicable information to be used in a variety of settings while working with children.
- The high enthusiasm of the teachers and their knowledge of the topics they were teaching. Also the handouts were easily understood - not too technical.
- It made me think about the parent's perspective and put more emotion and sensitivity with dealing with families.
- Addressed various learning styles, well paced with a variety of activities.
- Enjoyed family-centered approach. Availability of specific information to give to families in a clear, concise manner, user friendly format. Good mix of different methods of teaching - lecture, hand on, tech, etc. made it interesting.
- Teacher's style, knowledge base, teaching techniques. Emphasis on family and goal setting. Emphasis on whole child, integration of activities such as motor, communication, etc.
- I enjoyed this more than any other training. It is very practical and useful - early interventionist friendly!!
- Organization of presenters, wonderfully supportive atmosphere conducive to learning. The rewards were a nice surprise and effectively used to support involvement. Good materials resource. **MANUAL IS WONDERFUL!**
- Having time to use pieces of the manual and be able to explore it and play with it. Many times we get information about a program, we buy it and no one has the opportunity to explore it so it tends to sit on a shelf and gather dust. In staffings of children I am going to direct staff to this manual when they are struggling with what to do with a child/parent, either in the home or in the classroom.
- The group discussion of the topics in the manual. I learned a lot about IFSPs. This will be so valuable - thank you. It showed how I can apply AHEAD to my program and its forms and documentation.

How could AHEAD training be improved?

- ★ I would like some more role playing (it was on a video) on the initial visit of service provider with parents, especially with difficult parents. The video used the "ideal" parents which isn't applicable to many of our special needs children and their families.
- I don't think it could be improved.
- ★ More time on the day care section. Get deeper, maybe even more exercises for some of the other sections.
- ★ More ideas for home and day care visits -- functional.
- ★ Writing goals for children and families by using the manual.
- ★ Communicating regarding what the training entailed and the participants' needs should have occurred on a higher level.
- ★ Possibly we could have a section where we could do application in the day care setting with special (specific) children with disabilities and how we would handle in different day care settings.
- Have additional sessions. I feel like there are a lot of other things I would like to learn through AHEAD.
- Shorter, more practical, concrete.

- I want more information, longer and more thorough.
- It was as good as I think it could get!

Comments/Suggestions Related to Trainer

- Supportive, enthusiastic, very knowledgeable presenters. Having attended numerous conferences/workshops (3 since Christmas), I was impressed with the organization of this session in general and particularly with the implementation of valid educational techniques by all presenters. It's interesting how many educational conferences ignore in the presentation, the very teaching techniques that are the subject of the instruction. Great job!! The resource materials were very welcome and it was helpful to have them to actually look through.
- The trainer was extremely excited about the AHEAD Trainers' Training that she attended in Utah. She was confident and the style of her presentation was fabulous. She was comfortable with all the materials and the way we learned the material was interesting and fun. The handouts were useful and easy to understand. The learning activities were wonderful because it enhanced the material we had just learned. I am grateful that I was able to be part of the AHEAD training program. I learned many useful aspects that I will be able to apply and share with others. What a great job!! Keep up the good work!!!
- For this being the first time that the trainers did this AHEAD training, I felt they did a great job! I've really enjoyed all the information and can't wait to begin to use it in our program.
- A worthwhile workshop presented in a friendly, professional manner. It will help immensely in doing the "credentialing" process.
- Great, great job! Neat material to work with. Love this curriculum!
- The trainer did a great job. She was very knowledgeable. I am amazed at how she is able to open up and share information on her own situation with a child with Down's and have such a wonderful sense of humor.
- This was an excellent workshop! It was very stimulating and motivating. I enjoyed it immensely!
- More specific ideas -- at time too general.
- I think much of the information was basic but it is good to remind staff of what they should be thinking about. Perhaps including more advanced knowledge skills training would be beneficial for more seasoned staff.
- They had great ideas/creativity for games and presentation of subjects.
- You all should do a workshop on how to do trainings for prospective trainers.
- Excellent, well prepared, pleasant, great interaction, invited and answered questions
- This is an excellent training that could be very useful as Florida works toward more inclusive child care and natural environment opportunities.
- This training can be a resource to communities as they struggle to move forward with inclusion.

Appendix P

AHEAD Training Evaluation Form

AHEAD Training Evaluation

Name of Workshop _____

Location _____

Date _____

Evaluation of Training

Rate AHEAD training:	Lowest			Highest		Comments
Length of training session	1	2	3	4	5	
Teaching materials/handouts	1	2	3	4	5	
Video tapes and other media	1	2	3	4	5	
Geographical location	1	2	3	4	5	
Facilities	1	2	3	4	5	
Information you received about the workshop before you arrived	1	2	3	4	5	
Practical application of content	1	2	3	4	5	
Overall I would rate this training	1	2	3	4	5	

What did you like most about AHEAD training?

How could AHEAD training be improved?

(over)

BEST COPY AVAILABLE

Overall Evaluation of Trainer(s)

Trainer(s)					
Please rate the trainer(s) in the following areas:					
	<u>Lowest</u>				<u>Highest</u>
Knowledge of subject	1	2	3	4	5
Preparedness	1	2	3	4	5
Manner of presentation	1	2	3	4	5
Clarity and understandability	1	2	3	4	5
Encouraging participation	1	2	3	4	5
Responsiveness to questions/needs	1	2	3	4	5

Specific Comments/Suggestions:

Appendix Q

AHEAD Follow-up Questionnaire Form

AHEAD Follow-up Questionnaire

Now that AHEAD training is completed and you have had some time to use it, we would appreciate it if you would complete the following:

Received training from: _____

State: _____

	Lowest				Highest
Overall rating of AHEAD training	1	2	3	4	5
<i>Comments:</i>					
General content of AHEAD training	1	2	3	4	5
<i>Comments:</i>					
Overall usefulness of AHEAD training	1	2	3	4	5
<i>Comments:</i>					
Length of training	1	2	3	4	5
<i>Comments:</i>					

(over)

What did you gain from AHEAD training?

Has AHEAD training helped you improve upon the service you provided? ☐ Yes ☐ No
If yes, describe what you are doing better or differently since AHEAD training.

How have you been implementing AHEAD in your work with families/child care providers?

What materials, skills, or information have been the most beneficial? Please describe the ways this has been effective.

What other written resources do you use (besides the AHEAD resources)?

What changes and improvements would you like to see made to the AHEAD training format, content, and materials?

Appendix R

AHEAD Follow-up Questionnaire Evaluations on Individual AHEAD State Trainers

Follow-up Questionnaires

Location: **Newcastle, Laramie, Lander, Rawlins, Afton, Casper, and Pinedale, Wyoming**
 Trainer: **P.F.**
 Received AHEAD Trainers' Training: **05/98**
 Conducted training: **09/98 (4 trainings), 10/98 (2 trainings), 12/98**
 Number of participants trained: **71**
 Number of follow-up questionnaires received: **15**

Follow-up questionnaires are sent to participants one month after they receive training from an AHEAD Trainer in their state (who received AHEAD Trainers' Training by the SKI-HI Institute). Participants rate the training and describe how they are implementing the AHEAD program. For a copy of the questionnaire used, see Appendix W. Participants are asked to rate their responses from 1 = low to 5 = high. The following table lists the number of responses, the mean, and the percentages for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate AHEAD training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Overall rating	15	4.0	0	0	13	73	13
Content	15	4.0	0	0	13	33	53
Usefulness	15	4.4	0	0	7	47	47
Length	12	3.8	0	0	42	42	17

Overall, 81% of the responses were in the 4 or 5 category. When asked if AHEAD training helped improve the services they provided, 100% said it had.

Participants were given a choice of comments on the length of the training. The following table shows these results.

Table 2. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	9	64
Too short	5	36

COMMENTS:

Comments on overall rating of AHEAD training:

- Lots of practical information.
- The information shared was great. I have used several of the strategies in home visits with parents and children on behavior.
- It's great to have topics at finger lengths touch for parents.
- In depth and a good resource.
- Good information. I get more out of role playing.

Comments on general content of AHEAD training:

- Excellent material written in good vocabulary level for general public.
- Presenter was great and fun.
- Good content.
- The resource materials offer excellent parent support information and programming ideas in all areas.
- Too much material too fast.
- Excellent material in both usefulness and presentation.

Comments on overall usefulness of AHEAD training:

- Used forms - very useful.
- Just that I do use the ideas shared at this training with parents and children - mostly behavior.
- Excellent materials in books.
- Excellent material to share with parents.
- Excellent. Use very often and it is always pertinent.
- Excellent for 0-3 intervention programs. Child care providers from the community attended which was an excellent addition.
- It's great for outreach children.
- The training manual has been very helpful in having easy access to articles for parents.
- The AHEAD program is great - super information for parents.

Comments on length of training:

- Too much material to cover over the time given or allowed.
- Presenter seemed to need more time to share all the knowledge.
- Probably too short because we didn't have a chance to cover the particulars of each topic.
- Presenter seemed somewhat hurried. Too much material.

What did you gain from AHEAD trainings?

- An appropriate source of information.
- I'm a family service worker and I found the training helpful in talking to parents about what it is they really need to help their child.
- Good sense for parent view.
- Good knowledgeable materials.
- Programmed information for parents, easy to follow.
- A resource manual of ideas and helps for parents.

- Good resource books.
- Information I can give to parents. Helped me be more informed.
- Ideas and resources for educators and parents to share.
- I feel it was beneficial and the topics have helped me get information to the parents.

Has AHEAD training helped you improve upon the service you provided?

If yes, describe what you are doing better or differently since AHEAD training.

- Provide information for parents.
- Reinforces what we've already been doing.
- It made me aware of how to be a better listener with the families of the program.
- Used motor sections to help parents learn about PT OT lingo.
- It's a nice resource to use on home visits.
- Giving parents good and current information.
- I often Xerox material for parents and professionals.
- Another resource for information to share with parents.
- Given us useful handouts for the parents.
- I've given the information to parents and have shared it with a speech therapist. She uses it in her speech therapy.
- The availability of the articles has made parent training/support much easier.
- Providing written information to parents on various topics of interest.

How have you been implementing AHEAD in your work with families/child care providers?

- Shared knowledge, handouts with parents, therapists.
- By using ideas from the AHEAD Resource Manual.
- Home visitor takes copies of information to parents.
- I bring information to parents - used it also in inservice presentations.
- Giving families and child care providers handouts.
- Providing parents with ideas and information.
- Our FSC shared a copy of the index with all team members and copies from the notebooks of home activities to parents.
- Using it as a resource.

What materials, skills, or information have been the most beneficial? Please describe the ways this has been effective.

- Parent handouts.
- From the role playing. Some of my parents had behavior issues with their child not wanting to do things and through the role playing, received several great ways to help parents handle them.
- Gross motor but all areas are useful.
- I've used the AHEAD Manual to help parents work on self esteem and on specific skills of toileting.
- Parents have enjoyed all topics.
- The fact the books are divided into areas of development with activities in each is most helpful. The "signing" information has been helpful.
- Eating skills, sitting up skills, language skills during dressing, bath time have been helpful.

- Language building ideas for the home.
- Information on language, handouts for parents.
- Beginning topics.
- Behavioral/age level.
- Manuals. Reference guide - ability to turn to a topic and get answers quickly.
- Development, language games (how tos).

What other written resources do you use (besides the AHEAD resources)?

- Head Start, NAEYC.
- Teaching Parents of Young children by Laura Welzel, Every Day Matters (AGS).
- HELP, Pediatric Hints.
- None.
- Parent Articles (Communication Skill Builders).
- Every day matters (AGS).
- STEP (systematic training for effective parenting)
- None.
- Learning Language at Home.
- HELP at Home.
- Growing Child.
- Home Program Instruction Sheets.
- HELP.

What changes and improvements would you like to see made to the AHEAD training format, content, and materials?

- Nothing.
- It was good for a wide variety of professionals and parents.
- I would like to see an AHEAD training format for families of low self esteem and how service providers can handle situations at home better.
- None.
- All OK.

Follow-up Questionnaires

Location: **Coldwater, MI**

Trainer: **S.S. & M.F.**

Received AHEAD Trainers' Training: **03/99**

Conducted training: **05/97**

Number of participants trained: **7**

Number of follow-up questionnaires received: **5**

Follow-up questionnaires are sent to participants one month after they receive training from an AHEAD Trainer in their state (who received AHEAD Trainers' Training by the SKI-HI Institute). Participants rate the training and describe how they are implementing the AHEAD program. For a copy of the questionnaire used, see Appendix W. Participants are asked to rate their responses from 1 = low to 5 = high. The following table lists the number of responses, the mean, and the percentages for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate AHEAD training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Overall rating	5	4.8	0	0	0	20	80
Content	5	4.8	0	0	0	20	80
Usefulness	5	4.6	0	0	0	40	60
Length	5	3.6	0	20	20	40	20

Overall, 90% of the responses were in the 4 or 5 category. When asked if AHEAD training helped improve the services they provided, 100% said it had.

Participants were given a choice of comments on the length of the training. The following table shows these results.

Table 2. What comments do you have about the length of training:

	N	%
Too long	2	40
Just right	2	40
Too short	1	20

COMMENTS:**Comments on overall rating of AHEAD training:**

- Presenters were excellent and well prepared.
- The women who ran ours were wonderful!
- Instructors were informative and kept it interesting.
- I think the training was great.

Comments on general content of AHEAD training:

- The binder was excellent.
- I like the topics that were covered. Enjoyed the use of different approaches: skits, craft, small groups, video, etc.
- I love all the information. It really has been helpful.

Comments on overall usefulness of AHEAD training:

- Found it is a helpful resource to supplement materials I use at home visits.
- Others' experiences with different situations was the most helpful.
- Has been an nice addition to our program.
- I have used it a lot and it has been extremely helpful.

Comments on length of training:

- Some of the activities took too much time and I did not feel contributed a lot to learning materials (e.g., cutting out pictures to make a new picture, Jeopardy game, I had to travel a long distance for training).
- I enjoyed it but there was a lot of "get to know you" type projects that weren't necessary.
- Would have been nice to have a few more in our group - the size we had kept the group "close".
- Would have liked more just because it was so interesting.

What did you gain from AHEAD trainings?

- Information on muscle tone and activities to go with problems in this area. Excellent visuals to use with low literacy families. General child development information.
- I enjoy the manuals and the information made available through the activity sheets.
- Extra information.

Has AHEAD training helped you improve upon the service you provided?**If yes, describe what you are doing better or differently since AHEAD training.**

- I'm able to provide families with more general information on development.
- Adding more step-by-step information on topics that I discuss with families. Offering practical ways to implement the use of these ideas in everyday activities.
- More in tune with family needs.
- Being able to provide more parenting information to my families.

How have you been implementing AHEAD in your work with families/child care providers?

- Example: Gross Motor Activities: Going over lesson with mother, leaving activity sheets for her and modeling activities with the children.

- Using it as a supplement the HELP curriculum to provide additional information. I am starting to use topic sheets at first home visits to determine needs for information and activities.

What materials, skills, or information have been the most beneficial? Please describe the ways this has been effective.

- Handouts are convenient.
- I really like the "lists" that parents can brainstorm and fill in. I like the toilet teaching charts. I also like the activities (good one on feelings that I've used with kids).
- All the information has been used.

What other written resources do you use (besides the AHEAD resources)?

- HELP.
- VORT materials (Tips from Tots, etc.).
- IDA and Ages and Stages Questionnaire.
- Parent Library materials.
- Sometimes, I use INSITE model materials.
- Building Strong Families.
- All My Money Financial Program.
- Information from the Internet.
- A variety of materials available through different groups.
- HELP activities at Home.
- BSF information, parenting vides and other parenting information from various sources.

What changes and improvements would you like to see made to the AHEAD training format, content, and materials?

- More training on how to incorporate program into child care settings and working with teachers. We really didn't cover this area very much.
- Newsletters, updates, what other professionals are doing.
- I can't think of any at this time.
- Longer trainings

Follow-up Questionnaires

Location: **St. Augustine, Tallahassee (2), FL**
 Trainer: **K.M., J.C., and H.S.**
 Received AHEAD Trainers' Training: **08/97, 10/97, 10/97**
 Conducted training: **09/98, 10/98, 07/99**
 Number of participants trained: **20**
 Number of follow-up questionnaires received: **5**

Follow-up questionnaires are sent to participants one month after they receive training from an AHEAD Trainer in their state (who received AHEAD Trainers' Training by the SKI-HI Institute). Participants rate the training and describe how they are implementing the AHEAD program. For a copy of the questionnaire used, see Appendix W. Participants are asked to rate their responses from 1 = low to 5 = high. The following table lists the number of responses, the mean, and the percentages for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate AHEAD training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Overall rating	5	4.0	0	20	0	40	40
Content	5	4.2	0	0	20	40	40
Usefulness	5	3.8	0	0	60	0	40
Length	3	4.7	0	0	0	33	67

Overall, 75% of the responses were in the 4 or 5 category. When asked if AHEAD training helped improve the services they provided, 100% said it had.

Participants were given a choice of comments on the length of the training. The following table shows these results.

Table 2. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	2	100
Too short	0	0

COMMENTS:

Comments on general content of AHEAD training:

- Very informative.
- Training itself was useful.

Comments on overall usefulness of AHEAD training:

- Have used training!
- Hands-on experience, great!

What did you gain from AHEAD trainings?

- Lots of resources.
- Great information to share with parents in very simple format.
- Wonderful information on dealing with a child and their family with a disability.
- Knowledge to deal with special children.
- A better insight into natural environment.

Has AHEAD training helped you improve upon the service you provided?

If yes, describe what you are doing better or differently since AHEAD training.

- Using the activities with our parents on different skills to enhance the development of our children.
- Gave me better ideas to try with children in more of a natural environment.
- Home visits included in my preschool curriculum.

How have you been implementing AHEAD in your work with families/child care providers?

- Increase knowledge, potty training ideas.
- Using the handouts and including the providers in my session.
- So much of the information on self esteem - developing a child's uniqueness can be used with the main stream as well, and we do use it!
- The resource books we received are very useful to go through when in a bind.

What materials, skills, or information have been the most beneficial? Please describe the ways this has been effective.

- AHEAD manuals.
- The books I love to go through when I have a question.
- I have become more conscience of not letting a baby get bored although they may not be able to move around on their own, a change of scenery does a lot for them.
- Potty training information.
- The handouts are excellent because they are very parent friendly.

What other written resources do you use (besides the AHEAD resources)?

- None.
- Books and magazines, Ages and Stages.
- Various development guides and activity books. Internet resources.

What changes and improvements would you like to see made to the AHEAD training format, content, and materials?

- More specific activities on positioning.
- Materials were good.
- Nothing, it was wonderful.
- Provide grants for materials to be distributed, specifically the resource manuals.

Follow-up Questionnaires

Location: Quality Life Concepts, Great Falls, Montana

Trainer: S. H. and J. K.

Received AHEAD Trainers' Training: 03/98

Conducted training: 05/98

Number of participants trained: 17

Number of follow-up questionnaires received: 4

Follow-up questionnaires are sent to the participants one month after they receive training from an AHEAD Trainer in their state (who received AHEAD Trainers' Training by the SKI-HI Institute). Participants rate the training and describe how they were implementing the AHEAD program. For a copy of the questionnaire used, see Appendix W. Participants are asked to rate their responses from 1 = low to 5 = high. The following table lists the number of responses, the mean, and the percentages for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate AHEAD training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Overall rating	4	4.5	0	0	0	50	50
Content	4	4.5	0	0	0	50	50
Usefulness	4	4.8	0	0	0	25	75
Length	3	4.0	0	0	33	33	33

Overall, 92% of the responses were in the 4 or 5 category. This indicates high satisfaction with the training workshop. When asked if AHEAD training helped improve the services they provide, 100% said it had.

Participants were given a choice of comments on the length of the training. The following table shows these results.

Table 2. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	2	50
Too short	2	50

COMMENTS:

Comments on overall rating of AHEAD training:

- Very good material you covered.

Comments on general content of AHEAD training:

- Good.

Comments on overall usefulness of AHEAD training:

- Most useful and informative I've received probably so far. Books and way they're divided are great.

What did you gain from AHEAD trainings?

- Very useful, family friendly, easy to use format.
- New methods and procedures to use with families.
- Knowledge of materials available in several developmental areas.
- It gave me written information to share with parents all in one place instead of bits and pieces from many different sources.

Has AHEAD training helped you improve upon the service you provide?

If yes, describe what you are doing better or differently since AHEAD training.

- It helped me to be able to present families with topics to discuss that they might be interested in instead of pulling ideas from the head or several other areas.
- Lending out or giving handouts to families to help implement objectives on the child's IFSP.
- Using the toilet training materials. Easier for family to follow set pattern.
- I've just began using AHEAD with one of my families. In reviewing it, I see that it can be helpful on a number of topics families have concerns about.

How have you been implementing AHEAD in your work with families/child care providers?

- I have been taking the AHEAD topic list to families on my first visit to have them go through it to see if there are areas of interest that they want to learn about. Then we pick and choose those that are of more importance to do or go through and review.
- Yes, toilet training.
- Right now I'm using the Play/Social section. The mom chose to learn about play for gaining developmental skills.

What materials, skills, or information have been the most beneficial? Please describe the ways this has been effective.

- Only used one section so far.
- One of my Dads is getting custody of his 3-year old daughter. He is D.D. himself so I like the easy to follow materials for him.
- Social/emotional materials, effective with families who have children with these special needs.
- Topics in the area of Communication/Language, visual pages for topics. The skills are

broken down into small pieces that build on each other so parents can see how all pieces lead to language. Being able to share visual reminders when you are gone for parents to remember.

What other written resources do you use (besides the AHEAD resources)?

- It takes Two to Talk; 1-2-3 Magic.
- Growing Child, Teaching Your Down's Syndrome Infant, HELP.
- Task Analysis, videos.
- 1-2-3 Magic for behavior; PT, OT, Speech; It's Potty Time.

What changes and improvements would you like to see made to the AHEAD training format, content, and materials?

- I haven't gotten that far yet. Training format is good. Content and materials - could you include a section on transition? All kids experience the first time overnight at babysitter, daycare, pre-school, Head Start. Literature and activities related to this would be very helpful.
- I am not familiar enough with the rest of the materials to comment. Perhaps another session.
- Address more skills for older children age between 2 & 3 especially in area of play skills/social skills.

Follow-up Questionnaires

Location: **Uintah County Early Intervention, Vernal, Utah**

Trainer: **K. S. and S. M.**

Received AHEAD Trainers' Training: **03/98**

Conducted training: **08/98**

Number of participants trained: **13**

Number of follow-up questionnaires received: **6**

Follow-up questionnaires are sent to the participants one month after they receive training from an AHEAD Trainer in their state (who received AHEAD Trainers' Training by the SKI-HI Institute). Participants rate the training and describe how they were implementing the AHEAD program. For a copy of the questionnaire used, see Appendix W. Participants are asked to rate their responses from 1 = low to 5 = high. The following table lists the number of responses, the mean, and the percentages for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate AHEAD training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Overall rating	6	4.8	0	0	0	17	83
Content	6	5.0	0	0	0	0	100
Usefulness	6	5.0	0	0	0	0	100
Length	6	4.6	0	0	17	0	83

Overall, 96% of the responses were in the 4 or 5 category. This indicates high satisfaction with the workshop. When asked if AHEAD training helped improve the services they provide, 100% said it had.

Participants were given a choice of comments on the length of the training. The following table shows these results.

Table 2. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	4	100
Too short	0	0

BEST COPY AVAILABLE

COMMENTS:

Comments on overall rating of AHEAD training:

- I enjoyed the training, great information, great presentation.

Comments on general content of AHEAD training:

- Very useful information.

Comments on overall usefulness of AHEAD training:

- Will be able to integrate information into home visits.

Comments on length of training:

- Would like occasional updates to remind us of uses and to share with other team members.

What did you gain from AHEAD trainings?

- A resource of useful teaching tools for the families we serve as well as an education for the service providers.
- Wonderful ideas. Concrete idea of how home visits should be.
- A better understanding and increased knowledge base of the needs of special children, family sensitivity and needs, and ways to provide more meaningful services.
- Help with home visits, lesson plans, cultural awareness.
- How to use the new AHEAD texts. Also the different topics that were introduced and how to relate it to parents and providers.
- More information on how to better use Project AHEAD material as well as what information it contains.

Has AHEAD training helped you improve upon the service you provide?

If yes, describe what you are doing better or differently since AHEAD training.

- Using more opportunities to use materials.
- I have had some time to use an activity sheet which was very useful and day care providers were better understanding of the activity it suggested.
- Hopefully being more open-minded, less judgmental.
- I used some of the resources and information out of the AHEAD Resource Manual for a presentation I did at a Preschool conference last month.
- Planning ahead, more efficient use of time.

How have you been implementing AHEAD in your work with families/child care providers?

- I had a mom who was afraid she had to be fluent in sign language before she could begin to teach it to her son. We broke down the project by using a section from the communication portion of AHEAD - made fridge magnets from sign handout.
- Having them indicate their interests. Providing discussion with handouts.
- I let the parents look at menu to find the subjects they are most interested in. Then it is easy to follow material.

- I have been sharing reading information/sheets with some day care teachers. Also it has given more information on ways/ideas needed.
- Asking them their concerns and priorities.
- Yes. I have been more aware of family needs and more sensitive to their situations as a service coordinator.

What materials, skills, or information have been the most beneficial? Please describe the ways this has been effective.

- Easily accessed materials for various needs for the growth and development of my babies I serve. Group instruction has become more individually oriented.
- Communication section - wait time, reinforcing communication by using body language.
- Language information sheets have been very beneficial. My parents have liked the graphics I have chosen to use as a lesson.
- Information on communication and potty training have been very helpful on home visits and for workshops. The handouts and visuals are great!
- Handouts.
- It's all good information. I plan to use AHEAD menu for topics in a baby class we will run.

What other written resources do you use (besides the AHEAD resources)?

- Text books, Ed materials, magazine articles, HELP.
- HELP.
- HELP, Project AHEAD last texts.
- E-Lap, TOTAL, Helping Children Grow, Vineland Adaptive Behavior Scales, HELP, Small Wonder.
- Anything - books, resources, etc. that I can get my hands on.

What changes and improvements would you like to see made to the AHEAD training format, content, and materials?

- The training format appears to be well-researched and thought out. Participant involvement was high, hands-on learning was effective and presenters were well prepared.
- It was excellent!
- Would like to receive a book of my own.
- None - just updates as research goes on.
- A medical component, using layman's terms would be so helpful.

Follow-up Questionnaires

Location: **Provo Early Education Program, Provo, Utah**

Trainer: **A. R.**

Received AHEAD Trainers' Training: **10/97**

Conducted training: **03/98**

Number of participants trained: **6**

Number of follow-up questionnaires received: **2**

Follow-up questionnaires are sent to the participants one month after they receive training from an AHEAD Trainer in their state (who received AHEAD Trainers' Training by the SKI-HI Institute). Participants rate the training and describe how they are implementing the AHEAD program. For a copy of the questionnaire used, see Appendix W. Participants are asked to rate their responses from 1 = low to 5 = high. The following table lists the number of responses, the mean, and the percentages for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate AHEAD training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Overall rating	2	4.5	0	0	0	50	50
Content	2	4.5	0	0	0	50	50
Usefulness	2	4.0	0	0	50	0	50
Length	2	4.5	0	0	0	50	50

Overall, 88% of the responses were in the 4 or 5 category. When asked if AHEAD training helped improve the services they provide, 100% said it had.

Participants were given a choice of comments on the length of the training. The following table shows these results.

Table 2. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	2	100
Too short	0	0

BEST COPY AVAILABLE

COMMENTS:

What did you gain from AHEAD trainings?

- New ideas to share with parents.

Has AHEAD training helped you improve upon the service you provide?

If yes, describe what you are doing better or differently since AHEAD training.

- I feel like I am better at 'parent training'. I interact better with my families and do a better job helping them to help their children.
- Using handouts more for parents.

How have you been implementing AHEAD in your work with families/child care providers?

- I use the AHEAD resource books to plan my home visits. I use many of the ideas and handouts.
- Have been using ideas from AHEAD training (using signing and gesturing with spoken language, establishing a working relationship with day care providers as well as parents, and creating effective home visits.)

What materials, skills, or information have been the most beneficial? Please describe the ways this has been effective.

- The handouts in the Suggested Format for a Home Visit have been beneficial, and planning the child care visit to use with children in day care settings, and using signing and gesturing along with spoken language.
- The resource books are very helpful, especially the sections on home visits, communication, and language topics.

What other written resources do you use (besides the AHEAD resources)?

- Information that is used with the HELP.
- Various books concerning specific diagnosis along with videotapes, materials and ideas from Preschool conferences, and other professional presentations, staff in-service trainings at agency, etc.

What changes and improvements would you like to see made to the AHEAD training format, content, and materials?

- Information sharing ideas in working with children and families with specific diagnosis (ADD, various syndromes, seizure disorders).

Follow-up Questionnaires

Location: **Baby Watch: Family and Child Development Program, Logan, Utah**

Trainer: **C. W. and S. J.**

Received AHEAD Trainers' Training: **03/98**

Conducted training: **03/99 and 06/99**

Number of participants trained: **14**

Number of follow-up questionnaires received: **11**

Follow-up questionnaires are sent to participants (early interventionists) one month after they receive training from an AHEAD Trainer in their state (who received AHEAD Trainers' Training by the SKI-HI Institute). Participants rate the training and describe how they are implementing the AHEAD program. For a copy of the questionnaire used, see Appendix W. Participants are asked to rate their responses from 1 = low to 5 = high. The following table lists the number of responses, the mean, and the percentages for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate AHEAD training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Overall rating	11	4.4	0	0	9	45	45
Content	11	4.5	0	0	9	36	55
Usefulness	10	4.2	0	0	20	40	40
Length	8	4.0	0	13	13	38	38

Overall, 84% of the responses were in the 4 or 5 category. When asked if AHEAD training helped improve the services they provide, 91% said it had and 9% said they do not work directly with families.

Participants were given a choice of comments on the length of the training. The following table shows these results.

Table 2. What comments do you have about the length of training:

	N	%
Too long	4	40
Just right	4	40
Too short	2	20

BEST COPY AVAILABLE

COMMENTS:**Comments on overall rating of AHEAD training:**

- The presenters were very well prepared. The sessions ran smoothly and were informative.
- Useful information was presented in a manner which was both organized and interesting/fun.
- It was a WONDERFUL class that offered a lot of useful information.
- Presentations were very creative and it was done in a way that the learning was enjoyable.
- It was fun but some information is just filler. I am on limited hours.
- For me, even though there was a lot of information, it was a light training where there was a lot of interaction between participants.
- I would have liked more specific information and practice actually using the manual to look up information instead of just talking about what was in the manual.
- Presenters did a very good job of presenting. They engaged participants in meaningful/relevant ways.

Comments on general content of AHEAD training:

- I like the idea of easily obtainable papers for parents discussing development.
- Excellent content with sources. Very useful to staff's parents.
- Very diverse - covers just about everything I could ever need!
- The training proved information on a wide variety of topics encountered when working with families and daycare providers.
- Good information, parent friendly, not too technical.
- Very comprehensive (i.e., partnerships, motor topics, intervention that bridges, etc.)

Comments on overall usefulness of AHEAD training:

- Handouts and activities very useful.
- This is a very good curriculum for the Early Intervention families. The training has helped me implement these lessons with my families more effectively.
- The information presented was very applicable to early intervention service providers.
- I have found that I am using the information very frequently.
- Information is put together in a way that a parent can understand and implement activities.
- Good general overall training of developmental milestones.
- I assume most of us are aware of most of the subjects that are covered by this training but it was a good reminder of all aspects to remember when dealing with so many families, besides my own field.
- I will use the information as in integral part of Baby Watch early intervention services.

Comments on length of training:

- We needed a lot more time to cover the different developmental skill areas!
- Again, the different subjects were not covered in much depth. Because we are so busy and it is so difficult to fit too many things in our schedules, it was just right to at least talk about everything.
- I would like to see it covered over more days, less time per session.
- It seems that the training might have been condensed a little - it was really fun and I enjoyed the class, but we did play several games that addressed issues in the AHEAD manual but probably could have been shortened.

What did you gain from AHEAD training?

- A greater knowledge and understanding of issues encountered when working with young children, their families and day care providers and of resources which are available.
- Finding out that this was a resource available to our program.
- A new resource for practical information.
- Better understanding of AHEAD and the SKI-HI Institute.
- I know where to go for ideas to photocopy for parent information and directions and pictures of things I'm working with the child.

Has AHEAD training helped you improve upon the service you provide?

If yes, describe what you are doing better or differently since AHEAD training.

- More information for families about overall developmental needs.
- The menu of information is very helpful for me to know what concerns the parents are having at that particular time.
- I wasn't using these resources in the past. I now use the AHEAD resources on a regular basis.
- I have more resources from which to draw and am more cognizant of some of the issues involved in working with this population.
- Giving parents more hand-outs and using a greater variety of activities.
- Reminding myself to make sure I listen to families for their overall needs, not just my field.

How have you been implementing AHEAD in your work with families/child care providers?

- Yes - handouts.
- Using handouts to help reinforce concepts taught. Also very helpful in dealing with diversity and daycare providers.
- Sharing information/ideas with families, incorporating information/ideas/activities into intervention strategies and service delivery, etc.
- I am using it more than I was before I had the training.
- Include in discussion at home visits.
- Enhanced awareness during initial contacts with families as a Child Find Specialist.
- When families request information to help with problems or if I see how AHEAD could compliment ideas and activities we have been discussing.

What materials, skills, or information have been the most beneficial? Please describe the ways this has been effective.

- Language section. Information on articulation/speech.
- The visual handouts for the parents are very well done and informative. They are an excellent resource for the parents.
- All the material in the AHEAD manual has been beneficial. Parents often ask questions which I find I can answer fully with the help of the material provided in these manuals.
- "Potty" training section has been useful in sharing information and ideas with families. This is just one example of many.
- The handouts - I can leave them with parents. They reinforce and remind parents about what needs to be done.
- Feeding.

- None in particular. As I mentioned above, it helps me keep in mind the needs of the family first, along with the OT needs.
- End of section suggestions.
- Information to refer to for review and the AHEAD series. It helps in broader understanding/knowledge base.
- The handouts are easy for parents to understand and implement. They are not intimidating to parents. The pictures help to convey the message, very parent friendly.

What other written resources do you use (besides the AHEAD resources)?

- Occupational therapy resources.
- Newspaper, early intervention manuals.
- Miscellaneous resources I've gathered over time.
- Own collected resource file of articles, handouts, etc., resource library, text books.
- HELP.
- I use HELP, Responding to Infants, and Activities for Toddlers and Twos.
- Hannen, HELP, various programs.
- Therapy Skill builders, pictures from other books, textbooks, developmental books.
- HELP and various articles from printed resources (books, magazines, and journals). Also material from workshops and seminars.

What changes and improvements would you like to see made to the AHEAD training format, content, and materials?

- I think the format is good. There is good variety in the activities and presentation of information.
- I thought the training was great. I wouldn't change anything.
- I can't think of any.
- Increase the length of training.
- I don't work with families at this time, but have met with staff who have had very effective results in using the materials. I feel that they felt they were better serving the families. They have especially liked the parent information sections. Some use the HELP, also various activity cards we have on file. Some don't follow any particular program, but get ideas from all sources they can. No changes at this time.
- Shorter less cutesy stuff and games.
- Better overheads - clear, crisp (not xeroxed to the point of almost being unreadable, as a few were . . .)
- Probably shorter with more concrete examples and use of the manual - for example, given a case study and actually going through the manual to pick out handouts to give to the parents and what to work on first and how to present information in a parent friendly manner. Flipping through the manual.
- I like the format and content.

Follow-up Questionnaires

Location: Nova Care for Kids, Little Canada, Minnesota

Trainer: T.C.

Received AHEAD Trainers' Training: 10/97

Conducted training: 02/99

Number of participants trained: 15

Number of follow-up questionnaires received: 4

Follow-up questionnaires are sent to participants one month after they receive training from an AHEAD Trainer in their state (who received AHEAD Trainers' Training by the SKI-HI Institute). Participants rate the training and describe how they are implementing the AHEAD program. For a copy of the questionnaire used, see Appendix W. Participants are asked to rate their responses from 1 = low to 5 = high. The following table lists the number of responses, the mean, and the percentages for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate AHEAD training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Overall rating	4	4.8	0	0	0	25	75
Content	3	4.3	0	0	0	66	33
Usefulness	4	4.3	0	0	0	75	25
Length	4	4.0	0	0	25	50	25

Overall, 94% of the responses were in the 4 or 5 category. This indicates high satisfaction with the training workshop. When asked if AHEAD training helped improve the services they provide, 100% said it had.

Participants were given a choice of comments on the length of the training. The following table shows these results.

Table 2. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	2	100
Too short	0	0

BEST COPY AVAILABLE

COMMENTS:

Comments on overall rating of AHEAD training:

- Nice pace, enjoyed transition and group activities, great atmosphere to learn in.
- Very organized.
- Very nicely done; organized, efficient and thorough.
- Very organized, well-planned information. Well informed, confident, knowledgeable staff. User friendly.

Comments on general content of AHEAD training:

- Much needed information. Great formats of information and visuals provided.
- Well rounded.
- Good - suggest adding more sensory packets of information.
- Enjoyed small group work, examining different lessons (topics) from language, communication and motor.

Comments on overall usefulness of AHEAD training:

- I use all the time in practice.
- Easy to read. Some parents I have found need even less on one page.
- I use the little gross motor activities with my patients' parents.
- Just beginning to use, therefore difficult to determine. (Previous caseload - older children, beginning to see younger now.) Please note: I am currently an occupational therapist with much previous knowledge base in this area. The significance to me was not the information per se, rather looking at the information through various "filters" to improve the "art" of my therapy.

Comments on length of training:

- Was sufficient, however would have enjoyed more time to cover more information.

What did you gain from AHEAD trainings?

- Greater confidence in working with younger children and their families. Greater insight, broader perspective of family/therapist relationships. Well done, parent friendly written resources.
- Information I can pass onto parents to accomplish physical therapy goals.
- Understanding families better, more strategies to use with parents, understanding sibling dynamics.
- Nice structure of resources. Helpful team building experience. Nice to get information on local resources. As a new therapist, I have had nothing.

Has AHEAD training helped you improve upon the service you provide?

If yes, describe what you are doing better or differently since AHEAD training.

- Including parents more in treatment sessions.
- Using the AHEAD handouts.
- Involving parents more in therapy process from Day 1. Empowering parents to be confident in their skills and intuition. Giving concrete written/visual information to parents in timely but reasonable expectation framework.
- With one particular child, I have used the lessons in the communication and language

sections to structure his entire 8 week course of treatment. Each week has a new unit/theme.

How have you been implementing AHEAD in your work with families/child care providers?

- I also give handouts to parents of kids to help them better understand techniques.
- Using handouts to show parents the many things they're already doing "right", while providing additional suggestions for them and the child. Implemented one on one with parents during treatment sessions with demonstration and repetition of important aspects.
- I have been using the challenging behavior section (Topic 15) and (Topic 12) Building Self-esteem. We are using video tapes with the self-esteem section.

What materials, skills, or information have been the most beneficial? Please describe the ways this has been effective.

- Pictures for busy or learning disabled parents; bullet formats; activity ideas in each section have been helpful.
- Gross motor activities - I would like to see more of these and for older children would be great.
- To this point the "Motor Topics", handouts, tracking list, though I'm just beginning. Significantly decreases therapists' time outside of sessions writing home programs and digging for resources parents may never choose to seek.
- Communication and language sections. I have also used the sections on motor for myself - as an SLP to educate myself on motor development.

What other written resources do you use (besides the AHEAD resources)?

- Component of normal development - Lois Bly. Approach to TX of Baby - Regi Boehme (and other Boehme resources) and others. (Most helpful is information from workshops/trainings vs books.)
- Pediatric exercises.
- OT evaluations, SI and the Child, Alert program, various charts and articles.

What changes and improvements would you like to see made to the AHEAD training format, content, and materials?

- I have found that I have older kids who are delayed and this information would be helpful but some of the photos are too young. The training was great!
- Similar informational/content/format, etc. but with information at a higher skill level for parents and caregivers who are ready for greater challenges and more intense information.

Follow-up Questionnaires

Location: **Tennessee**

Trainer: **Tennessee Training Team (5 Instructors)**

Received AHEAD Trainers' Training: **Trainer's Training: 02/96**

Conducted training: **11/98 and 04/99**

Number of participants trained: **65**

Number of follow-up questionnaires received: **20**

Follow-up questionnaires are sent to the participants one month after they receive training from an AHEAD Trainer in their state (who received AHEAD Trainers' Training by the SKI-HI Institute). Participants rate the training and describe how they are implementing the AHEAD program. For a copy of the questionnaire used, see Appendix W. Participants are asked to rate their responses from 1 = low to 5 = high. The following table lists the number of responses, the mean, and the percentages for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate AHEAD training on:

	N	Mean	1	2	3	4	5
Overall rating	20	4.6	0	0	0	45	55
Content	20	4.6	0	0	0	40	60
Usefulness	19	4.5	0	0	11	26	63
Length	17	4.4	0	0	12	35	53

Overall, 94% of the responses were in the 4 or 5 category. This indicates high satisfaction with the training workshop. When asked if AHEAD training helped improve the services they provide, 75% said it had, 20% said they had not had the opportunity to use it yet, and 5% said it had not.

Participants were given a choice of comments on the length of the training. The following table shows these results.

Table 2. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	12	80
Too short	3	20

COMMENTS:**Comments on overall rating of AHEAD training:**

- Training was concise and informative.
- Practical.
- We were given an excellent overview by a friendly and interactive group.
- The trainers were good. Information was well presented.
- The only thing I would encourage is providing training more often.
- Great.
- The best ever!
- Helpful, practical application of the curriculum.
- Very helpful and simple to implement.

Comments on general content of AHEAD training:

- Information was useful not redundant.
- Material arranged in usable form. Excellent material relevant to population served.
- A variation of activities allowed for more familiarity with AHEAD.
- Fabulous content. Very practical.
- I enjoyed this training experience. I thought the material was well covered.
- Hands-on practicum was very helpful.
- Good but would rather have more hands on activities to use the manual with efficiency.
- Can be most productively used with children and families.

Comments on overall usefulness of AHEAD training:

- Especially useful for higher functioning children.
- Have used it often since the training.
- Useful as material can be "chunked" out depending on learning style of family.
- Training allowed participants to become familiar with the material, write goals and home visit plans which strengthen our skills and knowledge.
- This training has been very useful in my work with this program.
- Great for day care settings. Well organized topics.
- Great ideas and able to use this with an INSITE child as well.
- I'm hoping so. I've not been able to use it yet; but everyone that has used it gives it high marks!

Comments on length of training:

- Just right to accommodate schedules of trainees. Possibly a mail in to get people more acquainted with goal setting.
- Length was fine but I would have preferred only one night away from home. Was no problem.
- Information was well covered; but it was a little overwhelming.

What did you gain from AHEAD trainings?

- Interchange and experiences from the early interventionists. Dialogues with other early interventionists.

- Explanation of format.
- Additional information on working with families in various settings.
- Gained information and materials that assists me in my work with the Tennessee Infant Parent Service.
- Knowledge of how to use the curriculum and great ideas from listening to other early interventionists.
- A wonderful new resource.
- AHEAD was my first training with the Tennessee Infant Parent Service so I gained insight about the program itself as well as the AHEAD curriculum.
- As I had already had developmental training focused on motor development, this training gave me usable material to be an effective early interventionist in other areas.
- How to aid parents to understand what they can do to help their child thrive.
- How useful the ideas are in each manual.
- I gained a better understanding of this program and the manuals.
- A better understanding of how to use the AHEAD material.
- I serve a couple of developmentally delayed children and this curriculum is very well done. I felt more secure with it after the training session.
- I learned how to use the manuals. I had never seen the AHEAD program before.
- Understanding of how to use curriculum in day care setting.
- Additional knowledge related to child development.
- Helpful ideas on how to use curriculum.
- Better understanding of its basis; how to use it with families - its family friendliness; that it can be incorporated with the other curriculums - SKI-HI, INSITE, etc.

Has AHEAD training helped you improve upon the service you provide?

If yes, describe what you are doing better or differently since AHEAD training.

- Going into more day cares. More advanced information for parents of children without severe disabilities.
- The visuals for parents are great. I like the "why" to the "teachers" of the importance of each topic.
- The handouts and materials are excellent.
- I was just beginning when I took the training.
- I am just beginning my role as an early interventionist but I feel more prepared having gone through this training.
- Love the parent content.
- Before this training, I was not providing services.
- Writing and integrating more aspects of development. For example, using songs for motor development practice.
- I began working with the Tennessee Parent Infant Service after the AHEAD training.
- It gave me a better idea of material in the manuals. I had just started this program when I went to the training.
- I don't think I'm doing anything differently or better because of my background. The benefit to me is being more secure with the AHEAD program.
- I am able to plan my home visits more effectively.
- I am more flexible with the objectives and find a variety of ways to reach the families'

- needs.
- Have been using communication and language sections a lot in home and in day care settings. Prior to training I did not have good handouts for families or child care providers.
- AHEAD offers me opportunities for better lesson planning and better handouts to leave with parents.
- Knowing where to look for activities that are appropriate.
- Parents are able to have options with identifying and planning goals and tasks that will enhance their child's abilities.

How have you been implementing AHEAD in your work with families/child care providers?

- Extensively with all kinds of families and child care centers. Material easy to read and is liked by parents with all degrees of education and child care workers.
- Through the visuals and sample challenges - I give these directly to reading parents.
- Yes, I go to 2 day cares.
- I use the manuals and my notes and examples constantly.
- Lots of parent information.
- I have been using AHEAD to supplement the SKI-HI curriculum.
- Using material as basis of teaching. Parent has a notebook to collect material.
- It is the curriculum with which I plan and implement my lessons.
- The topics and the ideas are used and sharing this with child care providers.
- The AHEAD program is the focus of my work with the families.
- I have been trying to work on the current needs the families have by combining different topics and hands on activities.
- Yes, and they are very receptive.
- I have combined the INSITE program with many of the AHEAD activities, especially for challenges or suggestions. If one doesn't work, there's always plan B.
- I did not have good concise, informational and structured guidelines for day care visits. It's great!
- I supplement my VIISA materials with AHEAD materials. I work exclusively with blind/vision impaired infants/toddlers.
- Using it to supplement SKI-HI and INSITE.
- Making suggestions and requesting the families to identify what they want to do.

What materials, skills, or information have been the most beneficial? Please describe the ways this has been effective.

- The materials for children who have made progress and are becoming more age appropriate in their skills.
- The reader-friendly visuals. I like the section on To the Service Provider. Songs, play activities, finger plays have been welcomed by the parents. The articulation topic is one the parents really like.
- Potty, self-help skills - grooming, dressing, sign language.
- The notebooks are wonderful!
- The section on potty training has been most beneficial for the family I serve.

- All.
- Age and skill specific activities, proper documentation.
- The visuals are excellent.
- The format of the lessons and the visuals that are provided for the care givers are wonderful. They are easy to read and the care givers seem to appreciate them.
- The language topics I have used most often. I have combined the examples of expansion with the cues and gestures for expressive language in the HELP activity guide.
- Information sheets on each topic are used. They are easy to understand. Activity sheets are great! I use them for each visit! Parents, etc. seem to understand concepts better.
- Hands on tasks.
- The abbreviated topic handouts for parents are excellent. It is also a good quick reference for me during a home visit.

What other written resources do you use (besides the AHEAD resources)?

- Newspaper and magazine articles on current research for early childhood, Internet, other childhood development books, pamphlets and articles given to me by supervisor.
- Professional journals, VIISA, INSITE, various checklists from other sources.
- SKI-HI, VIISA, INSITE.
- Child Health Standards, TDH only because public health is my background, pediatric text - my own and others.
- SKI-HI.
- PEACH Scale of Development.
- VIISA.
- HELP, Growing Child.
- HELP.
- Activities from HELP.
- HELP guide and checklist.
- SKI-HI to expand on some topics. I also use AHEAD to expand on topics for INSITE and SKI-HI kids.
- INSITE manuals and the HELP activity guide.
- SKI-HI, INSITE, VIISA curriculum.
- HELP, INSITE.
- HELP.

What changes and improvements would you like to see made to the AHEAD training format, content, and materials?

- More information on development.
- The parents need to know why topic is crucial for development - maybe each topic should have a part that says something like --- "This topic is important because. . ." This would help motivate parents to do the sample activities.
- I may have forgotten or am overlooking but a sample record (child record) would be helpful.
- I was well pleased with the training.
- I have no suggestions at this time.
- None I can think of. They are great.

- Stress more about where/type of environment that AHEAD is useful for. The training seemed to be mostly about the content of the manuals, where to go to find the information but not how to directly share this with a child care provider. It was touched on but I don't feel the true emphasis of what AHEAD is was evident.
- No suggestions - I saw no need for changes.
- Can't think of any at this time.
- None at this time.
- There is some overlap in some of the communication and language topics (e.g. turn-taking). It would be better to have it in one area.
- Some of the communication topics appear repetitive and could possibly be combined or omitted.
- Time and involvement.

Follow-up Questionnaires

Location: **Avera St. Lukes Hospital, Aberdeen, South Dakota**

Trainer: **D. J.**

Received AHEAD Trainers' Training: **10/98**

Conducted training: **04/99**

Number of participants trained: **18**

Number of follow-up questionnaires received: **12**

Follow-up questionnaires are sent to the participants one month after they receive training from an AHEAD Trainer in their state (who received AHEAD Trainers' Training by the SKI-HI Institute). Participants rate the training and describe how they are implementing the AHEAD program. For a copy of the questionnaire used, see Appendix W. Participants are asked to rate their responses from 1 = low to 5 = high. The following table lists the number of responses, the mean, and the percentages for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate AHEAD training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Overall Training	12	4.6	0	0	0	42	58
Content	12	4.6	0	0	0	42	58
Usefulness	12	4.4	0	0	8	42	50
Length	10	3.9	0	0	30	50	20

Overall, 90.5% of the responses were in the 4 or 5 category. This indicates high satisfaction with the training workshop. When asked if AHEAD training helped improve the services they provide, 82% said it had. 18% said they had not had the opportunity to use the AHEAD program as yet.

Participants were given a choice of comments on the length of the training. The following table shows these results.

Table 2. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	9	90
Too short	1	10

COMMENTS:

Comments on overall rating of AHEAD training:

- Great information!
- Presenter did a great job!
- Presenter was well organized and prepared.
- D. J. did an excellent job of conducting the training, was very informative, asked questions, demonstrated, gave examples.

Comments on general content of AHEAD training:

- Excellent family oriented information.
- Content material of AHEAD is great! Very easy to understand and thorough.

Comments on overall usefulness of AHEAD training:

- I need to use it more regularly.
- Have used it with my Birth to 3 kids.
- Will be used in our home visits with families.

What did you gain from AHEAD trainings?

- Information on how to help our families with friendly information.
- Nice systematic approach to presenting information on these topics.
- Good overview of rationale and materials available.
- More resources to use with families.
- Great knowledge on ideas for topics to discuss with families.
- Information that I can further assist with questions parents may have.
- I gained several ideas to give parents when dealing with certain aspects or problems they are experiencing with their child.
- Information on how to use the AHEAD program.
- Learning about all areas of development so that I could be more well rounded.
- Vital, fresh information for my families!
- How to be more sensitive to the families whose children I serve as well as reinforcing the importance of parental follow through of programs.
- Improved knowledge of topics and how to present them.

Has AHEAD training helped you improve upon the service you provide?

If yes, describe what you are doing better or differently since AHEAD training.

- I have new resources to use that may fit some of my families better.
- Parent education has improved.
- I have not had many opportunities to use the program.
- Improved communication with parents.
- A better focus on one particular topic at a time. Parents have more questions during discipline and toilet training than other issues and this information is all laid out nicely
- Nice things to go over with parents in a format versus just visiting with them regarding a topic.
- Do more direct instruction and parent education.
- Take education into consideration.

- I haven't had the opportunity to use it yet.
- It's given more insight.
- Better communication with parents.
- Being more sensitive to family situations.

How have you been implementing AHEAD in your work with families/child care providers?

- Only a little at the time - hope to use it more in future.
- Limited as I don't have an active caseload. I float/cover, but I see it being used.
- Have begun home visits with families of infants and toddlers.
- Passing on the general information sheet for them to fill out and then following up on their requests.
- I have implemented some of the ideas.
- Birth to 3 is using it.
- Have been using topics that relate to developmental concerns.
- Just started.
- Being more sensitive to family situations.
- Primarily using gross motor topics.

What materials, skills, or information have been the most beneficial? Please describe the ways this has been effective.

- Handouts
- I haven't read through all of the topic areas, but I like how they all break down the topic and give a variety of ideas to target the area.
- We are still new at this project so just getting our general information sheet out with some follow-up.
- The topics are very concise and easy to follow. Parent handouts are very usable!
- Handouts.
- Great topics.

What other written resources do you use (besides the AHEAD resources)?

- Hanen child language information.
- Pro Ed developmental guide.
- Denver training handouts, PAT information.
- Parents as Teachers.
- Various parenting books.
- Therapy Skill Builders handouts, hand written information.
- Parents as Teachers curriculum.
- Lots of books.

What changes and improvements would you like to see made to the AHEAD training format, content, and materials?

- I think it's great and would like to see it in more homes.
- Have not used this enough to give a comment.
- Excellent training. The presenter did a great job with her presentation.
- Think it is fine the way it is.
- None at this time.

Follow-up Questionnaires

Location: Child Development Center, Idaho Falls, Idaho

Trainer: B. P.

Received AHEAD Trainers' Training: 05/98

Conducted training: 11/98

Number of participants trained: 20

Number of follow-up questionnaires received: 7

Follow-up questionnaires are sent to the participants one month after they receive training from an AHEAD Trainer in their state (who received AHEAD Trainers' Training by the SKI-HI Institute). Participants rate the training and describe how they are implementing the AHEAD program. For a copy of the questionnaire used, see Appendix W. Participants are asked to rate their responses from 1 = low to 5 = high. The following table lists the number of responses, the mean, and the percentages for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate AHEAD training on:

	N	Mean	1	2	3	4	5
Overall rating	7	3.4	14	14	0	57	14
Content	7	3.7	14	14	0	29	43
Usefulness	7	3.7	0	29	0	43	29
Length	4	3.8	25	0	0	25	50

Overall, 73% of the responses were in the 4 or 5 category. When asked if AHEAD training helped improve the services they provide, 57% said it had, 29% said they had not had an opportunity to use it, and 14% said it had not.

Participants were given a choice of comments on the length of the training. The following table shows these results.

Table 2. What comments do you have about the length of training:

	N	%
Too long	2	33
Just right	3	50
Too short	1	16

COMMENTS:

Comments on overall rating of AHEAD training:

- Good coverage on short amount of time given to present.
- Length of training: Too long for content of training.

What did you gain from AHEAD trainings?

- They have some good handouts and good theory.
- Reminders of cultural diversity.
- Some ideas to work with families.

Has AHEAD training helped you improve upon the service you provide?

If yes, describe what you are doing better or differently since AHEAD training.

- Trying harder to include fathers in planning and therapy as they desire.
- No.
- More awareness of cross cultural diversity.
- They helped me be more motivated to work with families.
- No. Only because I haven't been doing fieldwork since, only paperwork. More sensitive to child and parenting issues.

How have you been implementing AHEAD in your work with families/child care providers?

- I have tried to use some of the handouts.
- Some.
- Mostly supervising my staff who use it.
- Accepting other family members "baggage" - reasons for acting the way they do.
- Trying to do activities with the families that they can do at home.
- My co-workers do - I have mainly been doing paperwork.

What materials, skills, or information have been the most beneficial? Please describe the ways this has been effective.

- Handouts are good references.
- Handouts for home visits.
- Handouts, overheads.

What other written resources do you use (besides the AHEAD resources)?

- I have not had the chance to thoroughly review the AHEAD Manual as I'm in a different office.
- AOTA Continuing Ed workshop.
- Psychological textbooks/research articles on assessment and early intervention.
- Other books, magazines, handouts.

- None.

What changes and improvements would you like to see made to the AHEAD training format, content, and materials?

- None.
- More in-depth content.
- Advanced training/discussion of specific pitfalls in serving low-functioning families who have multiple levels of needs.
- Our program uses the skills and materials used by AHEAD.

Appendix S

AHEAD Follow-up Questionnaire Evaluation Data (in total)

Summary of Follow-up Questionnaires

Follow-up questionnaires received from: **Florida, Idaho, Michigan, Minnesota, Montana, South Dakota, Tennessee, Utah (Logan, Provo & Vernal), and Wyoming**

Participants complete the AHEAD Follow-up Questionnaire one month after they receive training from an AHEAD Trainer in their state (who received AHEAD Trainers' Training by the SKI-HI Institute). Participants rate the training and describe how they are implementing the AHEAD program. For a copy of the questionnaire used, see Appendix W. Participants are asked to rate their responses from 1 = low to 5 = high. The following table lists the number of responses, the mean, and the percentages for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate AHEAD training on:

	N	Mean	1	2	3	4	5
Overall Training	87	4.4	1	2	3	45	48
Content	86	4.5	1	1	4	36	58
Usefulness	86	4.4	0	2	10	33	55
Length	72	4.1	1	3	19	38	39

Overall, 88% of the responses were in the 4 or 5 category. When asked if AHEAD training helped improve the services they provide, 96% said it had.

Participants were given a choice of comments on the length of the training. The following table shows these results.

Table 2. What comments do you have about the length of training:

	N	%
Too long	6	8
Just right	50	68
Too short	17	23

COMMENTS:**Comments on overall rating of AHEAD training:**

- Useful information was presented in a manner which was both organized and interesting/fun.
- Nice pace, enjoyed transition and group activities, great atmosphere to learn in.
- Very organized, well-planned information, well informed, confident, knowledgeable staff. User friendly.
- The best ever!
- Very helpful and simple to implement

Comments on general content of AHEAD training:

- Very diverse - covers just about everything I could ever need!
- Very comprehensive (i.e., partnerships, motor topics, intervention that bridges)
- Fabulous content. Very practical.
- Good but would rather have more hands on activities to use the manual with efficiency.
- Material arranged in usable form. Excellent material relevant to population served.

Comments on overall usefulness of AHEAD training:

- Training allowed our participants to become familiar with the material, write goals and home visit plans which strengthen our skills and knowledge.
- This is a good curriculum for the early intervention families. The training has helped me implement these lessons with my families more effectively.
- I have found that I am using the information very frequently.
- Great for day care setting. Well organized topics.
- Most useful and informative I've received probably so far. Books and the way they're divided are great.

Comments on length of training:

- We needed a lot more time to cover the different developmental skill areas.
- Was sufficient, however would have enjoyed more time to cover more information.
- Too long for content of training.
- Just right to accommodate schedules of trainees. Possibly a mail-in to get people more acquainted with goal setting.

What did you gain from AHEAD trainings?

- A greater knowledge and understanding of issues encountered when working with young children, their families and day care providers, and of resources which are available.
- Understanding families better, more strategies to use with parents, understanding sibling dynamics.
- Nice structure of resources. Helpful team building experience. Nice to get information on local resources. As a new therapist, I have had nothing.
- It gave me written information to share with parents all in one place instead of bits and pieces from many different sources.
- Learning about all areas of development so that I can be more well rounded.
- Interchange and experiences from the early interventionists. Dialogues with other early interventionists.

- Understanding of how to use curriculum in day care setting.
- Better understanding of its basis; how to use it with families - its family friendliness; that it can be incorporated with other curriculum - SKI-HI, INSITE, etc.
- Greater confidence in working with younger children and their families. Greater insight, broader perspective of family/therapist relationships. Well done, parent friendly written resources.

Has AHEAD training helped you improve upon the service you provided?

If yes, describe what you are doing better or differently since AHEAD training.

- I wasn't using these resources in the past. I now use the AHEAD resources on a regular basis.
- Reminding myself to make sure I listen to families for their overall needs, not just my field.
- Involving parents more in therapy process from Day 1. Empowering parents to be confident in their skills and intuition. Giving concrete written/visual information to parents in timely but reasonable expectation framework.
- Hopefully being more open-minded, less judgmental.
- I am more flexible with the objectives and find a variety of ways to reach the families' needs.
- Have been using communication and language sections a lot in home and in day care settings. Prior to training I did not have good handouts for families or child care providers.
- Parents are able to have options with identifying and planning goals and tasks that will enhance their child's abilities.
- It helped me to be able to present families with topics to discuss that they might be interested in instead of pulling ideas from the head or several other areas.
- Writing and integrating more aspects of development. For example, using songs for motor development practice.
- AHEAD offers me opportunities for better lesson planning and better handouts to leave with parents.

How have you been implementing AHEAD in your work with families/child care providers?

- I let the parents look at the menu to find the subjects they are most interested in. Then it is easy to follow material.
- Extensively with all kinds of families and child care centers. Material easy to read and is liked by parents with all degrees of education and child care workers.
- I did not have good, concise, informational and structured guidelines for day care visits. It's great!
- Sharing information/ideas with families, incorporating information/ideas/activities into intervention strategies and service delivery, etc.
- Using handouts to help reinforce concepts taught. Also very helpful in dealing with diversity and day care providers.
- Using handouts to show parents the many things they're doing "right", while providing additional suggestions for them and the child. Implemented one-on-one with parents during treatment sessions with demonstration and repetition of important aspects.
- I use the AHEAD resource books to plan my home visits. I use many of the ideas and handouts.

What materials, skills, or information have been the most beneficial? Please describe the ways this has been effective.

- To this point, the "Motor Topics", handouts, tracking list though I'm just beginning... significantly decreases therapist's time outside of sessions writing home programs and digging for resources parents may never choose to seek.
- The format of the lessons and the visuals that are provided for the care givers are wonderful. They are easy to read and the care givers seem to appreciate them.
- Topics in the area of Communication/Language, visual page for topics. The skills are broken down into small pieces that build on each other so parents can see how all pieces lead to language. Being able to share visual reminders when you are gone for parents to remember.
- All of the material in the AHEAD manual has been beneficial. Parents often ask questions which I find I can answer fully with the help of the material provided in these manuals.
- The handouts - I can leave them with parents. They reinforce and remind parents about what needs to be done.
- The reader-friendly visuals. I like the section on "To the Service Provider", songs, play activities, finger plays have been welcomed by the parents. The articulation topic is one the parents really like.
- Information on communication and potty training have been very helpful on home visits and for workshops. The handouts and visuals are great!

What other written resources do you use (besides the AHEAD resources)?

- HELP.
- Hannen.
- Therapy Skill Builders.
- 1,2,3 Magic for behavior.
- It Takes Two to Talk.
- Small Wonder.
- Helping Children Grow.
- Parents as Teachers.
- SKI-HI.
- VIISA.
- INSITE.
- Growing Child.

What changes and improvements would you like to see made to the AHEAD training format, content, and materials?

- I thought the training was great. I wouldn't change anything.
- Increase the length of the training.
- Shorter, less cutesy stuff and games.
- I haven't got that far yet. Training format is good. Content and materials -- could you include a section on transition? All kids experience the first time overnight at babysitter, day care preschool, Head Start. Literature and activities related to this would be helpful.
- Probably shorter with more concrete examples and use of the manual - for example, given a case study and actually going through the manual to pick out handouts to give to the parents

and what to work on first and how to present information in a parent friendly manner. Flipping through the manual.

- No suggestions - I saw no need for changes.
- A medical component, using layman terms would be helpful.
- Think it is fine the way it is.
- The parents need to know why each topic is crucial for development - maybe each topic should have a part that says something like --- This topic is important because... This would help motivate parents to do the sample activities.
- Stress more about where/type of environment that AHEAD is useful for. The training seemed to be mostly about the content of the manuals, where to go to find the information but not how to directly share this with a child care provider. It was touched on but I don't feel the true emphasis of what AHEAD is was evident.
- Advanced training/discussion of specific pitfalls in serving low functioning families who have multiple levels of need.
- Similar informational/content/format, etc. but with information at a higher skill level for parents and care givers who are ready for greater challenges and more intense information.

Appendix T

AHEAD Trainers' Training Institute Agenda



AHEAD TRAINER'S TRAINING AGENDA

Day 1, Monday, March 16, 1998

8:30 a.m.	Pre-opener: Breakfast and Paperwork
9:00 a.m.	Welcome
	Opening Remarks
	Icebreaker
	Background and History of AHEAD
	Sharing Time on Early Intervention
	Role of a Trainer
	Lunch
	Organization of the AHEAD Trainer's Manual
	Adult Learning Principles
	Introduction to AHEAD Training
4:30 p.m.	Wrap up



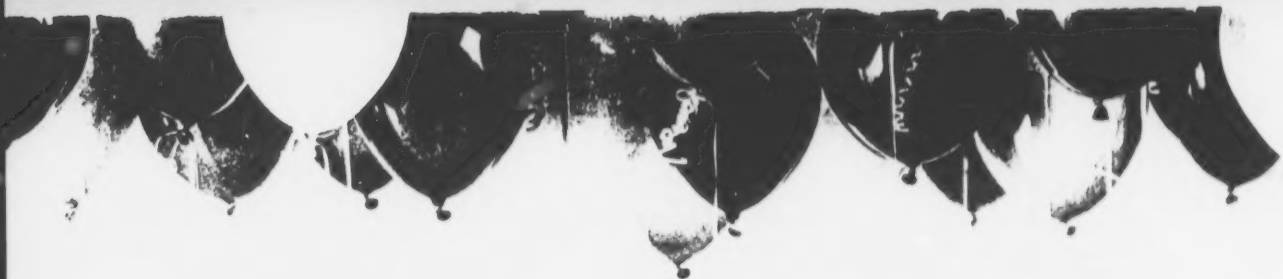
Day 2, Tuesday, March 17, 1998

- 9:00 a.m. Icebreaker
- Roles and Characteristics of Service Providers
- Break
- Understanding Families and Involving Fathers,
 Siblings, and Grandparents
- Lunch
- Parents as Partners
- Cultural Awareness: Increasing Sensitivity in
 Working with Families of Different Cultures
- Break
- Gathering Information to Identify Family
 Concerns and Resources
- 4:30 p.m. Wrap up

Day 3, Wednesday, March 18, 1998



- 9:00 a.m. Icebreaker
- Meeting the Family's Immediate Needs
- Break
- Understanding the Grieving Process and
 Helping Families Cope
- Lunch



Creating Effective Home Visits

Bridging the Gap: Delivering Services to
Child Care Providers Who Care for Young
Children with Special Needs

3:45 p.m.

Wrap up

View Videotapes, Preparation Time

Day 4, Thursday, March 19, 1998

9:00 a.m.

Icebreaker

Introduction to the AHEAD Topics

Communication Topics

Language Topics

Break

Motor Topics

Play/Social Topics

Lunch

Feeding Topics

Dressing Topics

Grooming Topics

Toilet Training Topics



Break

Planning AHEAD Training

Training Tips

AHEAD Data

4:00 p.m.

Wrap up

Day 5, Friday, March 20, 1998

9:00 a.m.

Icebreaker

AHEAD Presentations

Break

Discussion of Presentations

Returning Home - The Steps AHEAD

Inspiration Message

Credit Registration

Evaluations

Closing of Training

12:00 Noon

Lunch



Appendix U

AHEAD Trainer's Application (blank)

AHEAD Trainers' Training Application

Name: _____

Present Position and Duties: _____

Agency: _____

Address (Work): _____

Address (Home): _____

Phone (Work): _____ (Home): _____ (FAX) _____

1. If you have in the past participated in AHEAD training, please fill in the following information:

Dates

Location

Instructor's Name

2. Experience working with young children with disabilities and their families and child care providers. (e.g., number of years, roles and responsibilities).

3. Describe your experience in working with adult learners.

4. Describe your philosophy of working with families of children with disabilities in the home.

5. Describe your philosophy of working with child care providers of children with disabilities.

6. Describe some of your experiences making group presentations.

7. Please attach:
 - a. A letter stating your commitment to the AHEAD philosophy and why you want to be an AHEAD trainer, and
 - b. A letter from your administrator or supervisor indicating need and support for an AHEAD trainer

RETURN APPLICATION TO: LORI ROWAN, SKI-HI INSTITUTE, UTAH STATE
UNIVERSITY, 6500 UNIVERSITY BLVD., LOGAN, UT 84322-6500
FAX: (435) 797-5580 PHONE: (435) 797-5588

Appendix V

AHEAD Trainer's Application (sample)

AHEAD Trainers' Training Application

Name: _____

Present Position and Duties: Early On Coordinator/Professional Coach

Agency: Wayne RESA

Address (Work): 33500 Van Born Road, P.O.Box 807

Wayne, MI 48184-2497

Address (Home): 14864 Warwick

Detroit, MI 48223

Phone (Work): (734) 334-1502 (Home): _____ (FAX): (734) 334-1494

1. If you have in the past participated in AHEAD training, please fill in the following information:

<u>Dates</u>	<u>Location</u>	<u>Instructor's Name</u>
--------------	-----------------	--------------------------

2. Experience working with young children with disabilities and their families and child care providers (e.g., number of years, roles and responsibilities).

- 5 years direct service to birth - three year olds and their families as a member of a multidisciplinary evaluation team. Represented the disciplines of both speech and language pathologist and teacher of the learning disabled with a psychologist and an occupational therapist.
- 3 1/2 years work as trainer, consultant and coach to Child Care Coordinating Council of Wayne County and their child care workers who service young children.

3. Describe your experience in working with adult learners.

Developed and implemented Project ENHANCE - Early Childhood Training Program for professionals and families who work with children with autism.

20 years work as trainer, consultant, coordinator and coach to families and professionals who work with children 0 - 25 years with disabilities.

4. Describe your philosophy of working with families of children with disabilities in the home.

Home is a key "natural environment" for child and family". This is where the child and family develop relationships and become "grounded" in learning about development, interactions and strategies for learning. Important place to model intervention family members can use daily.

5. Describe your philosophy of working with child care providers of children with disabilities.

For many Early On children, child care providers may be the lead member of a team or the only provider of service in the absence of the parents. Strong need to collaborate and work with this population.

6. Describe some of your experiences making group presentations.

Formal to informal presentations to families and professionals about a wide variety of topics related to learning, autism, inclusion, other disabilities, typical development and strategies that work with our population. Small, interactive, hands on groups to auditorium style. Participated in an interactive teleconference on "Alternatives to Special Education". Presented overview of Project "CLICK" in a panel presentation.

7. Please attach:

- a. A letter stating your commitment to the AHEAD philosophy and why you want to be an AHEAD trainer, and

I have reviewed the AHEAD philosophy and curriculum and am supportive. Would like to become a trainer to be a part of the dissemination of this model within our region. Will make the necessary commitment to fulfill the responsibilities.

- b. A letter from your administrator or supervisor indicating need and support for an AHEAD trainer (See letter from Kathryn Mathey, Director)

Return application to: Lori Rowan, Ski-Hi Institute, Utah State University, 6500 University Blvd., Logan, UT 84322-6500. FAX (435) 797-5580 Phone: (435) 797-5588



33500 Van Born Road
P.O. Box 807
Wayne, Michigan 48184-2497
TDD (734) 334-1716
www.wcresa.k12.mi.us

LEARNING SERVICES CENTER

Kathryn Mathey
Special Education Services
(734) 334-1489
(734) 334-1494 Fax

February 11, 1999

Deb Marciniak, Coordinator
MPHI - Systems Reform
1336 Woodlake Circle, Suite 340
Okemos, MI 48864

Dear Ms. Marciniak:

The purpose of this letter is to describe the need for AHEAD Trainer(s) in Wayne County and to indicate my strong support for

NEED

Early On is strong and getting stronger in Wayne County. The numbers of families participating continues to grow (approximately 1,450 families during 1998). While this number is growing, it represents only half of the target 2.2% of infants. It is anticipated that a significant number of the remaining target families will be "Part C Only," ineligible for special education services according to Michigan Special Education Rules.

Instead, these families will be served by our partner public agencies (Detroit Health Department, Community Mental Health, Family Independence Agency and Wayne County Health Department) and the many hospitals, private agencies and child-care providers in Wayne County. Many of these providers were not educated or trained to provide early intervention services to young children and their families. AHEAD can be used by non categorical early intervention programs and child-care providers who service the "Part C Only" population.

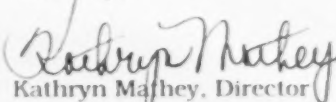
On January 11, 1999, the Wayne County Interagency Coordinating Council approved this training program for Early On providers.

SUPPORT

I am confident that Wayne County Coach and Early On Coordinator will be an excellent trainer and will be instrumental in facilitating this program among our Wayne County providers. She has my unconditional support! Let us know how we can help!

If you have questions or need additional information, do contact me.

Sincerely,


Kathryn Mathey, Director
Special Education Services

KM/sr

CC:

THE WAYNE COUNTY REGIONAL EDUCATIONAL SERVICE AGENCY

Board of Education • Boyd W. Arthurs • James S. Bert • Mary E. Blackmon • Kathleen M. Chorbagan • James Patrie • Mike Flanagan, County Superintendent

Appendix W

AHEAD Trainers' Training Evaluation Form

AHEAD Trainers' Training Evaluation

Name of Workshop _____

Location _____

Date _____

Evaluation of Training

Rate AHEAD training:	Lowest			Highest			Comments
Length of training session	1	2	3	4	5		
Teaching materials/handouts	1	2	3	4	5		
Video tapes and other media	1	2	3	4	5		
Geographical location	1	2	3	4	5		
Facilities	1	2	3	4	5		
Information you received about the workshop before you arrived	1	2	3	4	5		
Practical application of content	1	2	3	4	5		
Overall I would rate this training	1	2	3	4	5		

What did you like most about AHEAD training?

How could AHEAD training be improved?

(over)

BEST COPY AVAILABLE

Overall Evaluation of Trainer(s)

Trainer(s)					
Please rate the trainer(s) in the following areas:					
	<u>Lowest</u>			<u>Highest</u>	
Knowledge of subject	1	2	3	4	5
Preparedness	1	2	3	4	5
Manner of presentation	1	2	3	4	5
Clarity and understandability	1	2	3	4	5
Encouraging participation	1	2	3	4	5
Responsiveness to questions/needs	1	2	3	4	5

Specific Comments/Suggestions

Appendix X

Service Satisfaction Surveys Forms (Parents) (Child Care Providers)

Service Satisfaction Survey (For Parents)

What is your relationship to the child?

☐ Mother ☐ Father ☐ Other _____ (specify)

How many home visits does the service provider typically make in a month? _____

How long is a typical visit by the service provider? _____ (minutes)

How many months have you had a service provider in your home? _____

Who meets with the service provider during the home visit?

☐ Mother ☐ Father ☐ Other _____ (specify)

Does the child's father work outside the home? ☐ Yes ☐ No

Does the child's mother work outside the home? ☐ Yes ☐ No

If both parents work, or if you are a single working parent, how do you schedule your service provider's visits around your work schedule?

Service Provider Skills

	never	seldom	sometimes	almost always	always	N/A does not apply
When my service provider shares information with me, he/she makes the information clear so that I am able to understand him/her.						
When my service provider teaches me a new skill, such as turn-taking, he/she shows me how to use that skill with my child.						
When my service provider teaches me a new skill, he/she explains why that skill is important for me and my child.						
The communication between the service provider and me is effective.						
My service provider follows through on my requests (i.e., locating resources).						
I feel my service provider respects me, is supportive of my decisions, and works with me in a partnership.						
My service provider is dependable.						
My service provider is on time for our visits.						
I am pleased with the services I receive from my service provider.						

What do you like the best about your service provider? _____

Overall, how would you rate the quality of service you receive from your service provider?
(1 = no help, 5 = most helpful)

1 2 3 4 5

What suggestions, if any, do you have for improving the service provider's services?

Program Satisfaction

I feel the frequency of home visits I am receiving is what my family needs.

☐ Yes ☐ No If NO, were they: ☐ Too frequent ☐ Too seldom

	never	seldom	sometimes	almost always	always	N/A does not apply
The topics presented to me are helpful.						
The skills I learned are of benefit to me and my child.						

Parent Skills

	not at all	somewhat	considerably well	very well	extremely well	N/A does not apply
I know more about my child's problems and needs.						
I know more about my child's abilities.						
I am better able to take advantage of situations to promote communication, language, motor skills, and self-help skills.						
I am better able to create play activities that meet my child's needs.						
I am better able to manage my child's inappropriate behaviors.						
I am more appreciative of my child's strengths and more understanding of his/her weaknesses						

What suggestions do you have for ways we could better meet your needs and your child's needs?

Would you please make a general statement of your satisfaction with services and your service provider?

Service Satisfaction Survey

(For Child Care Providers)

What is your relationship to the child?

- ☐ Relative ☐ Nanny ☐ Family Day Care Provider
☐ Day Care Center Provider ☐ Other _____ (specify)

How many visits does the service provider typically make in a month? _____

How long is a typical visit by the service provider? _____ (minutes)

How many months have you had a service provider in the child care setting? _____

Service Provider Skills

	never	seldom	sometimes	almost always	always	N/A does not apply
When my service provider shares information with me, he/she makes the information clear so that I am able to understand him/her.						
When my service provider teaches me a new skill, such as turn-taking, he/she shows me how to use that skill with the child.						
When my service provider teaches me a new skill, he/she explains why that skill is important for me and the child.						
The communication between the service provider and me is effective.						
My service provider follows through on my requests (i.e., locating resources).						
I feel my service provider respects me, is supportive of my decisions, and worked with me in a partnership.						
My service provider is dependable.						
My service provider is on time for our visits.						
I am pleased with the services I receive from my service provider.						

What did you like the best about your service provider? _____

Overall, how would you rate the quality of service you receive from your service provider?
(1 = no help, 5 = most helpful)

1 2 3 4 5

What suggestions, if any, do you have for improving the service provider's services?

Program Satisfaction

I feel the frequency of visits I am receiving is appropriate.

☐ Yes

☐ No
seldom

If NO, were they:

☐ Too frequent

☐ Too

	never	seldom	sometimes	almost always	always	N/A does not apply
The topics presented to me are helpful.						
The skills I learned are of benefit to me and the child.						

Child Care Provider Skills

	not at all	somewhat	considerably well	very well	extremely well	N/A does not apply
I know more about the child's problems and needs.						
I know more about the child's abilities.						
I am better able to take advantage of situations to promote communication, language, motor skills, and self-help skills.						
I am better able to create play activities that meet the child's needs.						
I am better able to manage the child's inappropriate behaviors.						
I am more appreciative of the child's strengths and more understanding of his/her weaknesses						

What suggestions do you have for ways we could better meet your needs and the child's needs?

Would you please make a general statement of your satisfaction with services and your service provider?

Appendix Y

Service Satisfaction Surveys from Parents and Child Care Providers

Service Satisfaction Surveys (Parents)

- For all the questions about their service provider, the families reported that the service provider **almost always** or **always** provided the service listed.
- The families were **almost always** or **always** satisfied with the program.
- 100% of the families rated the **quality of service** the highest choice possible.
- 80% of the responses by the families rating their ability to **perform the parent skill** were in the **very well** and **extremely well** categories.

What do you like best about your service provider?

(Child's name) was a premie I had never had a premie before. (Service provider's name) helped give me self confidence in working with (child's name). She told me I was doing things right and well. I thought I was doing everything wrong. It means so much to a mom to have her fears taken away.

She really cares about us and gave us confidence, hope, and comfort through her advice and experiences. Very supportive. It was most needed at a critical time for us. She helped us focus on progress when all we could see was suffering and recovery at the beginning.

(Service provider's name) has an easy going manner with our child. She is making wonderful verbal communication. We have a wonderful partnership with (service provider's name).

(Service provider's name) was a good match for us in background education and flexibility. She managed to deliver very basic yet helpful instructions without being presumptuous in any way. She was also very tolerant of the many interruptions caused by having three other children under foot. We very much appreciate this helpful guidance and education to best assist our child in these early years. We strongly feel that this will ~~make~~ make a very positive difference in our child's future.

She spent time providing suggestions to me and helping my other child feel comfortable with the changes that occur when special services are needed.

Our service provider is very personable and yet professional. She is kind with our child and gives practical advice and information.

She's there if I need information and if I need someone to talk to. She's very caring and she's very dependable.

(Service provider's name) was helpful in getting needed equipment into my home. She is a caring

person and (child's name) enjoys her visits.

(Service provider's name) always gives me handouts and suggestions to remind us how to incorporate skills into daily life.

Very friendly, provides information I request, and is helpful in helping me take care of my son's needs.

She is very easy to talk to and truly understands the difficulty with being a good parent. She's a great listener, too!

She's very open about her own experiences, when asked concerning child development. My son thinks she's great! She's been invaluable to me and my son. She is always prepared and her disposition is consistently cheerful and helpful.

Our communication. She has helped me in so many ways to understand the disabilities.

Easy to talk to and concerned about my child.

She has actually been in my shoes. She is very knowledgeable and understanding. A great help and support.

(Service provider's name) has become a friend as well as my service provider. She really cares about our family. She enjoys her job. She has always been here for us.

What suggestions, if any, do you have for improving the service provider's services?

Extending service for 2 to 3 months after 3rd birthday to assist with transition would also be helpful.

More group events. Assistance for eye glasses. Our service provider was resourceful in directing us. However, it is so hard to keep glasses on young children, we needed many pairs. Reserve-swap with other parents.

None at this time.

None

None. She's wonderful.

What suggestions do you have for ways we could better meet your needs and your child's needs?

No suggestions.

Would you please make a general statement of your satisfaction with services and your service provider?

I like AHEAD because helps me take better care of my baby.

I am very pleased with the services I've received. My PT has done a great job and my new service provider has been very helpful. They've been able to do visits at home and at day care.

I am very pleased with all the services that my son receives. The team all works well together to provide excellent services. My son is progressing so well.

As (child's name) enters preschool, I am appreciative of the benefits of being in an early intervention program. The services he received has made it possible for him to mainstream into other programs. I realize that other children with challenges have not been able to experience this because they did not have the same involvement with an early intervention program like he did.

I am really grateful that there are services out there to help with your child. I'm also glad that my service provider is helpful when I have certain questions about how to help my middle child communicate better. She's also helpful with discipline and potty training ideas.

(Service provider) is always kind and helpful. The information she provides benefits myself and my son. It's nice to know I'm not alone as a parent of a special needs child and that there are people who can/will help. She is a blessing.

My husband and I feel so blessed so have access to the great resources available to us to help us understand and effectively deal with our child's special needs.

I appreciate that (service provider's name) honestly cares and takes the time to come up with viable solutions to (child's name)'s problems.

I'm so grateful for the guidance and information provided to me. I appreciate the professionalism and genuine concern in helping (child's name) improve his skills.

The information that I am given is clearly explained to me.

I enjoy this program. Other programs I am in don't provide the information. Great program as far as helping parents and children learn more about the disabilities.

The program was wonderful. The people were all very helpful and knowledgeable.

**Service Satisfaction Survey
(Child Care Providers)**

- For all the questions about their service provider only one of the child care providers' responses was less than **almost always**.
- The child care providers were **almost always** or **always satisfied** with the program.
- 75% of the child care providers rated the **quality of service** the **highest choice** possible.
- 71% of the responses by the child care providers rating their ability to **perform the skills** were in the **very well** and **extremely well** categories.

What do you like the best about your service provider?

She is easy to talk to. I can depend on how to have knowledge to help me.

All the new ideas I get from her and the feedback she's able to give me! She's great!

She is so patient and plays with the other children as (child's name) interacts. She talks everything over with me so I can continue till her next visit.

She is nice, respectful, makes everything clear, and is gentle with the children.

What suggestions, if any do you have for improving the service provider's services?

None

Can't think of anything.

What suggestions do you have for ways we could better meet your needs and the child's needs?

I need more supplies (puzzles, games) to be available to me. I have bought a few but can't buy all that she could use.

What suggestions do you have for ways we could better meet your needs and the child's needs?

Little books or pamphlets to help me better with the children.

Would you please make a general statement of your satisfaction with services and your service provider?

I have noticed a big change in (child's name) 's progress. She has come form crying constantly to actually enjoying doing the tasks that we have set. It's very satisfying to know that I have

helped her.

She is very good. She is extremely helpful and has a lot of information for me. I love it.

We have accomplished a lot and the child's progress is great. I'm truly grateful for our service provider. She is a real blessing to (child's name) and he has advanced under her guidance.

I am very happy with the services and the provider. They explain things clearly.

Appendix Z

AHEAD Trainers' Training Evaluations (individual trainings)

AHEAD Trainers' Training Evaluations

Date: **August 4-8/97**
 Location: **Logan, Utah**
 Number of participants: **12**
 States represented: **UT, FL, NC, CA, Puerto Rico**

AHEAD Trainer's Training evaluations were collected from 11 newly trained AHEAD trainers following AHEAD Trainers' Training. See Appendix U for the AHEAD Trainers' Training Evaluation form. The newly trained AHEAD trainers were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD staff on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	10	4.8	0	0	0	20	80
Teaching materials/ handouts	11	5.0	0	0	0	0	100
Videos and other media	11	4.9	0	0	0	9	91
Geographic location	11	4.9	0	0	0	9	91
Facilities	11	4.7	0	0	9	9	82
Information received before arrival	11	4.6	0	0	9	18	73
Practical application	11	4.8	0	0	0	18	82
Overall	11	4.9	0	0	0	9	91

Overall, 98% of the responses were in the 4 or 5 category. This indicates high satisfaction with the workshop.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	11	5.0	0	0	0	0	100
Preparedness	11	5.0	0	0	0	0	100
Manner of presentation	11	4.8	0	0	0	18	82
Clarity and understandability	11	4.9	0	0	0	9	91
Encouraging participation	11	5.0	0	0	0	0	100
Responsiveness to questions/needs	11	4.9	0	0	0	9	91

Overall, 100% of the responses were in the 4 or 5 category. This indicates high satisfaction with the AHEAD staff's skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	1	17
Just right	5	83
Too short	0	0

COMMENTS:

What did you like most about AHEAD training?

- The continuous use of different resources as to make audience be alert, interested, and the involvement of participants during the training.
- The way everybody in the training received us. Was wonderful. I learned so much that I feel that I can be a good trainer.
- Organization of materials, time, activities in general and mostly trainers.
- The materials and ice breakers. Also that we could practice with the materials in the 10 minute presentation.
- Everything was terrific but the activities, role plays, expertise of trainers, hospitality, that was excellent.

- The trainers' organization of all the topics and materials offered.
- Everything. I was very impressed with the organization, materials, and knowledge I received from the trainers and participants.
- All! It was tremendous! This is the best training that I've ever had.
- I thought the training was innovative and very organized. I really appreciated participating in a small, diverse group. I have learned so much this past week. I needed this.
- Just an amazing amount of preparation and thoughtfulness went into this training with consideration for all the learning styles.
- The responsiveness of the trainers to meet the needs of the diverse group. The information they gave us was well organized, concise, exhaustive, and comprehensive. I've attended other trainings such as this and this was by far the best!!!

How could AHEAD training be improved?

- Continue with a very open mind in order to learn from people that you are training.
- Try to have some material in another language (e.g., Spanish) and include it with the handouts or have it available upon request. Prepare a brief description of the participants besides the address so that we can use them as consultants if necessary and if they are willing to help. Less candy please.
- Less candy! All was very good!
- Sugarless candies.
- Keep being such special people and offering new ideas.
- Keep adding your individual ideas.
- In cultural awareness, maybe we have some material in Spanish.
- You all were so thorough I would only make recommendations regarding future trainings. Perhaps inform participants that dress is casual. Perhaps you could condense a training piece or pieces and actually go through the entire training on the first day. It will perhaps print a clear picture of the entire training. However, everything was great. Thanks.
- I would have liked a little more in-depth information on the topics.

Comments/Suggestions Related to Trainer:

- They are wonderful! We are very, very, very happy to be a part of this training. Thank you for everything. You people are special and thank you for making us feel at home. We want to come back.
- Great job!
- You were all outstanding. No detail left unturned. You modeled the best that a teacher could be - creative, patient, respectful, and knowledgeable.
- You are great trainers. Thanks for sharing your knowledge and experience with us.
- Your ideas and activities were so helpful to see the big picture. I wonder if those who have not completed very many home visits could follow the menu selection and all the parts to the challenge part. Maybe a role play of each part with other people would have been helpful.
- This is the best training I ever attended. Continue being such effective trainers.
- Thank-you; everything has been wonderful!

- We are very satisfied with this training. I could not imagine myself having fun and learning a lot at the same time. I appreciate all the things you have done to make us feel at home. Thanks!
- You all did an excellent job. You were so very accommodating. This will always be remembered with fondness. Thanks for the information time and care that you imparted on to us. You are the greatest. I will recommend AHEAD highly to friends and providers. Thank you very much. We appreciated all the extra activities and outings.
- The Trainers were very sensitive to the needs and input of participants. Though it made the training last a little longer, it was especially nice to have so many lovely outside activities to choose from for out-of-state folks.
- As I have said, I found this training to be the best I have taken. The expertise of the team was outstanding and they worked very well together. They not only taught us but demonstrated what they were teaching in their team approach. What a better way to learn. My only suggestion would be to include more activities in the section on diverse cultures on assisting child care providers on including disabilities.

AHEAD Trainers' Training Evaluations

Date: October 20-24/97

Location: Logan, Utah

Number of participants: 10

States represented: UT, FL, MN, MA

AHEAD Trainer's Training evaluations were collected from 10 newly trained AHEAD trainers following AHEAD Trainers' Training. See Appendix U for the AHEAD Trainers' Training Evaluation form. The newly trained AHEAD trainers were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD staff on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	9	4.0	0	11	11	44	33
Teaching materials/ handouts	10	4.7	0	0	10	10	80
Videos and other media	10	4.7	0	0	0	30	70
Geographic location	10	4.7	0	0	0	30	70
Facilities	10	4.8	0	0	0	20	80
Information received before arrival	10	3.7	0	10	30	40	20
Practical application	10	4.5	0	0	10	30	60
Overall	9	4.7	0	0	0	22	77

Overall, 90% of the responses were in the 4 or 5 category. This indicates high satisfaction with the workshop.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	10	4.8	0	0	0	20	80
Preparedness	10	5.0	0	0	0	0	100
Manner of presentation	10	4.8	0	0	0	20	80
Clarity and understandability	10	4.9	0	0	0	10	90
Encouraging participation	10	5.0	0	0	0	0	100
Responsiveness to questions/needs	10	4.9	0	0	0	10	90

Overall, 100% of the responses were in the 4 or 5 category. This indicates high satisfaction with the AHEAD staff's skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	3	50
Just right	3	50
Too short	0	0

COMMENTS:

What did you like most about AHEAD training?

- Variety of ways the material was presented. Good role models in terms of taking risks!
- The role modeling of various styles of training the people. You guys are great.
- The variety of teaching techniques which kept me interested. I was very impressed with every last detail taken care of, the listening of the trainers and always meeting my needs. The trainers were wonderful! They were very supportive, positive, creative, and passionate about what they do and it sure came through.
- The trainers and the practical application of the information offered.
- Excellent trainers, overall participation, knowledge, and preparation was excellent.
- Hands on stuff, lots of information to use in the future; acceptance of creativity.

- All the information given.
- Activities and clear, simple, caring approach.
- Very supportive of learning and growing, with diverse material/content for diverse learning styles. Gave hands on practice of training.

How could AHEAD training be improved?

- Shorter (3 days). More content in terms of more written material on teaching the different areas.
- Some time could be allocated for teams to meet to plan how they will use the training.
- Possibly shorten to 4 days due to difficulty of people being away this long. However the frequent breaks and relaxing down time was wonderful.
- Make it shorter if you can.
- An advanced track for more experienced service providers.
- Perhaps a focus on the diverse populations that participants work with would help them relate information to their specific populations better.
- Some overhead transparencies were difficult to read.
- The time after lunch was hard -- but the toys you gave helped.

Comments/Suggestions Related to Trainer:

- For my tastes only, I prefer a little less "cute" stuff and a little more "meat" or content. Overall, nice job!
- By all your extras (the Dutch Oven cookout, etc.). You made us feel at home. Thank you! I do feel we will need support to move this forward in Massachusetts and will be calling you.
- Keep up the great work all three of you are doing. You have been an inspiration to me. Thanks!
- I had a wonderful time, learned a lot. I am a visual/hands-on learner, and the learning styles presented were excellent for me. Thank you so much.
- Your genuine caring and belief in each individual is superb! What gifts you have given us!!

AHEAD Trainers' Training Evaluations

Date: March 16-20/98
Location: Logan, Utah
Number of participants: 8
States represented: UT, MT

AHEAD Trainer's Training evaluations were collected from 8 newly trained AHEAD trainers following AHEAD Trainers' Training. See Appendix U for the AHEAD Trainers' Training Evaluation form. The newly trained AHEAD trainers were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD staff on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	7	3.5	0	14	29	43	14
Teaching materials/ handouts	8	4.7	0	0	0	25	75
Videos and other media	8	4.7	0	0	0	25	75
Geographic location	7	4.5	0	0	0	43	57
Facilities	8	4.7	0	0	0	25	75
Information received before arrival	8	3.6	0	12	38	25	25
Practical application	8	4.6	0	0	0	38	62
Overall	7	4.5	0	0	0	43	57

Overall, 88% of the responses were in the 4 or 5 category.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	8	5.0	0	0	0	0	100
Preparedness	8	5.0	0	0	0	0	100
Manner of presentation	8	5.0	0	0	0	0	100
Clarity and understandability	8	5.0	0	0	0	0	100
Encouraging participation	8	5.0	0	0	0	0	100
Responsiveness to questions/needs	8	5.0	0	0	0	0	100

100% of the responses were in the 5 category. This indicates high satisfaction with the AHEAD staff's skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	5	83
Just right	1	17
Too short	0	0

COMMENTS:

What did you like most about AHEAD training?

- Working together. All resources combined together. Very organized. Different presenters to keep training interesting.
- All of the information and resources we received.
- Materials, informality, flexibility.
- Well organized. Presenters were organized and worked well together.
- Well organized; the energy of the trainers; working together.
- Great ideas, very creative.
- The variety of trainers. Their personal training styles made the presentations more interesting.
- I liked the resource manual with activities all ready to use and very informative.

How could AHEAD training be improved?

- Shorten the length a bit.
- Maybe a day shorter training!
- Present less examples of curriculum and presentation methods.
- Could possibly be condensed into 3 days instead of 5.
- Nothing.
- Fewer days.
- None.
- I can't think of a way to improve except to shorten the session to 3 days but don't know how you would get all the information in.

Comments/Suggestions Related to Trainer:

- Keep it fun. Very knowledgeable of information. Nice job!
- You all obviously love what you are doing and it comes across.
- Worked very hard to make workshop flow smoothly, kept within time lines, very organized.
- Having three different instructors is great!! Keep up the good work!!
- The presenters were enthusiastic and wonderful. Very organized. Good transitions - the presentation flowed well.
- Keep up the great work. It is a great program and resource.
- I appreciate the enthusiasm of each trainer and all of the effort they have invested. The workshop was a breath of fresh air for me at this time. I feel rejuvenated! You made me feel very special.

AHEAD Trainers' Training Evaluations

Date: May 11-15/98
Location: Logan, Utah
Number of participants: 3
States represented: ID, WY

AHEAD Trainer's Training evaluations were collected from 3 newly trained AHEAD trainers following AHEAD Trainers' Training. See Appendix U for the AHEAD Trainers' Training Evaluation form. The newly trained AHEAD trainers were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD staff on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	3	4.3	0	0	0	66	33
Teaching materials/ handouts	3	5.0	0	0	0	0	100
Videos and other media	3	4.3	0	0	0	66	33
Geographic location	3	4.0	0	0	33	33	33
Facilities	3	4.0	0	0	33	33	33
Information received before arrival	3	4.7	0	0	0	33	66
Practical application	3	4.7	0	0	0	33	66
Overall	3	4.7	0	0	0	33	66

Overall, 91% of the responses were in the 4 or 5 category. This indicates high satisfaction with the workshop.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	3	5.0	0	0	0	0	100
Preparedness	3	4.7	0	0	0	33	66
Manner of presentation	3	5.0	0	0	0	0	100
Clarity and understandability	3	4.7	0	0	0	33	66
Encouraging participation	3	5.0	0	0	0	0	100
Responsiveness to questions/needs	3	5.0	0	0	0	0	100

Overall, 100% of the responses were in the 4 or 5 category. This indicates high satisfaction with the AHEAD staff's skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	2	100
Too short	0	0

COMMENTS:

What did you like most about AHEAD training?

- Variety of materials and methods used and modeled, snacks, warmth and knowledge of presenters. Excellent use of materials and materials provided.
- Showing us examples.
- The materials and the expertise of the trainers.

How could AHEAD training be improved?

- Not sure. Very good!
- I'd have to think long and hard and even then I don't think I could come up with any one thing.

Comments/Suggestions Related to Trainer:

- Very relaxed, enjoyable presentations. I never once looked at my watch - time flew by. It was obvious that thought, planning and organizing went into the presentations.
- Thanks. This was great.
- I had high expectations and I wasn't disappointed.

AHEAD Trainers' Training Evaluations

Date: October 26-29/98
Location: Logan, Utah
Number of participants: 7
States represented: SD, AK, NH, UT

AHEAD Trainer's Training evaluations were collected from 7 newly trained AHEAD trainers following AHEAD Trainers' Training. See Appendix U for the AHEAD Trainers' Training Evaluation form. The newly trained AHEAD trainers were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD staff on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	7	4.1	0	0	29	29	43
Teaching materials/ handouts	7	4.7	0	0	0	29	71
Videos and other media	7	4.4	0	0	14	29	57
Geographic location	7	4.7	0	0	0	29	71
Facilities	7	4.9	0	0	0	14	86
Information received before arrival	6	4.5	0	0	0	50	50
Practical application	6	4.5	0	0	0	50	50
Overall	7	4.6	0	0	0	43	57

Overall, 95% of the responses were in the 4 or 5 category. This indicates high satisfaction with the workshop.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	7	4.7	0	0	0	29	71
Preparedness	7	4.9	0	0	0	14	86
Manner of presentation	7	4.6	0	0	0	43	57
Clarity and understandability	7	4.7	0	0	0	29	71
Encouraging participation	7	4.9	0	0	0	14	86
Responsiveness to questions/needs	7	4.4	0	0	14	29	57

Overall, 98% of the responses were in the 4 or 5 category. This indicates high satisfaction with the AHEAD staff's skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	2	50
Just right	2	50
Too short	0	0

COMMENTS:**What did you like most about AHEAD training?**

- The attempt to vary presentation techniques. Helps to have a related attitude (trainers) about frequent breaks, moving us around the room. Loved the toys!
- The resources and information you gave us is great. I like the hands on learning.
- Being reminded of purposes of our work. The families being our purpose and giving them self worth, respect, and being a team.
- The practical lesson plans and the applications for those providers who will be working in the homes with the children.
- I enjoyed all of the training. I would have enjoyed a tour of the FIP program. This may have been of interest to others as well.

- Overall effort to make people feel comfortable; thoroughness of the manuals; opportunity to hear child care providers (but allow more time).
- Materials are applicable. Warmth/knowledge of presenters. Team work example. Creative ideas. Time spent on preparation. Time away so you can be devoted to training.

How could AHEAD training be improved?

- I think there is no solution to the length of the training. There is so much information, how could you shorten the length or the number of days?
- To inform trainees that the topics of communication, feeding, and toilet training are not the main issues being covered.
- Shorter breaks and lunches - out by 3:30 - 4:00.
- I felt that the first day moved too slowly.
- I can't think of anything that needs changing or improving at this time.
- There could be less breaks, compact the time allowing for some daylight hours to see the area. All the little goodies were appreciated but probably can't be done by those of us with little or no budgets.
- Introduce power point into presentations. Provide forms on computer disk. Also videos show many of the "ideal" home family not the 10 people in 3 rooms. More non-traditional family pictures on overheads (e.g., single parent).

Comments/Suggestions Related to Trainer:

- You all did a great job! Thank you for everything!
- Trainers were great! Great fun! Easy to be with and listen to! Thanks!
- Great presenters! Helpful attitude of all planners and presenters. Facilitators and facilities pleasant and quiet.
- This workshop/training was worth waiting for. Now, I just have to figure out how to implement the information when I get home.
- Sometimes too many games and gimmicks. Sometimes redirected back to topic when further discussion would have provided added insights.

AHEAD Trainers' Training Evaluations

Date: November 16-20/98
Location: San Juan, Puerto Rico
Number of participants: 23
States represented: Puerto Rico

AHEAD Trainer's Training evaluations were collected from 22 newly trained AHEAD trainers following AHEAD Trainers' Training. See Appendix U for the AHEAD Trainers' Training Evaluation form. The newly trained AHEAD trainers were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD staff on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	21	4.9	0	0	0	5	95
Teaching materials/ handouts	22	5.0	0	0	0	0	100
Videos and other media	22	4.9	0	0	5	5	91
Geographic location	22	4.8	0	0	5	9	86
Facilities	22	4.1	0	9	27	5	59
Information received before arrival	20	4.6	0	0	5	30	65
Practical application	22	5.0	0	0	0	0	100
Overall	22	5.0	0	0	0	0	100

Overall, 94% of the responses were in the 4 or 5 category. This indicates high satisfaction with the workshop.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	22	5.0	0	0	0	0	100
Preparedness	22	5.0	0	0	0	0	100
Manner of presentation	22	4.9	0	0	0	5	95
Clarity and understandability	22	4.9	0	0	0	5	95
Encouraging participation	22	5.0	0	0	0	0	100
Responsiveness to questions/needs	22	5.0	0	0	0	0	100

Overall, 100% of the responses were in the 4 or 5 category. This indicates high satisfaction with the AHEAD staff's skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	0	0
Just right	4	100
Too short	0	0

COMMENTS:

What did you like most about AHEAD training?

- Every time we participate out of the chair.
- Training techniques, teaming of course material. Keep up the good work.
- Easy to participate, good balance between cognitive and experiential learning.
- Presentations, creativity, content.
- All.
- I like everything, the material, and how you present the theme.
- All the demonstrations (everything).
- The variety of resources for presentations.
- The trainers.

- The preparation, good communication skills, and the resources.
- The way you present all the information.
- I liked the creativity to present the themes. The inspiration all of you give us to start and continue services.
- The resources we received especially in the developmental areas. The handbook for trainers I believe is good.
- The trainers. You are wonderful, sensible, and spiritual. Thanks.
- All.

How could AHEAD training be improved?

- Including more practical content.
- Perhaps some videos (maybe not so perfect) where we hear about the experiences of delivering visits to natural environments.
- Making the manuals less heavy.
- I don't know.
- Nothing.
- Nothing!! Please translate the resource book!!
- It is good but you can include things you saw in our presentations to share ideas.
- I couldn't think of anything to improve the training. It was very delightful and interesting.
- Only you know, I think it is alright. Maybe to assign a topic and give us a test.

Comments/Suggestions Related to Trainer:

- I know that you all will do it so just for reminding: increase the practical content.
- This is the best training I've ever attended. You people are wonderful. The way you presented the material was superb.
- The orchestration of so many details - so well coordinated added something so special and demonstrates how well you know about adult learning and processes. My expectations are overly met.
- Excellent job. It helps provider and families a great deal. Thank you!
- You are very good and creative.
- Excellent team work.
- Everything was wonderful, excellent.
- Excellent.
- Move to Puerto Rico, please! God bless you!
- Come again.
- Don't forget us. I hope I'll see you all again.
- I would like to continue receiving more training about other topics. Great job! Very enjoyable.

AHEAD Trainers' Training Evaluations

Date: March 16-19/99
Location: Lansing, Michigan
Number of participants: 25
States represented: MI

AHEAD Trainer's Training evaluations were collected from 23 newly trained AHEAD trainers following AHEAD Trainers' Training. See Appendix U for the AHEAD Trainers' Training Evaluation form. The newly trained AHEAD trainers were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD staff on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	19	3.7	0	5	42	26	26
Teaching materials/ handouts	23	4.6	0	0	22	0	78
Videos and other media	23	4.4	0	4	17	13	65
Geographic location	23	4.0	0	9	26	22	43
Facilities	23	4.4	0	0	22	13	65
Information received before arrival	23	3.3	17	9	26	26	22
Practical application	22	4.4	0	0	14	36	50
Overall	23	4.5	0	0	17	13	70

Overall, 71% of the responses were in the 4 or 5 category. Ratings were lower in the category, "Information Received Before Arrival" when information was sent to the state administrator for distribution rather than to individual participants.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	22	4.7	0	0	9	9	82
Preparedness	22	4.8	0	0	9	0	91
Manner of presentation	22	4.6	0	0	14	9	77
Clarity and understandability	22	4.4	0	0	18	18	64
Encouraging participation	22	4.8	0	0	9	5	86
Responsiveness to questions/needs	22	4.8	0	0	9	5	86

Overall, 89% of the responses were in the 4 to 5 category.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	2	15
Just right	11	85
Too short	0	0

COMMENTS:

What did you like most about AHEAD training?

- Manuals, resources, flexibility of trainers and their enthusiasm, networking
- Organization, variety/flexibility, materials provided, usefulness of information
- The nice trainers.
- Wide variety of training techniques, experienced trainers input, handled questions from group members appropriately.
- The variety of options and methods to present information. Having experienced trainers who were able to offer support and encouragement as well as answer our questions and concerns.
- The information was great and the styles and variety in the presentations made everything interesting and look so easy!!

- The wealth of knowledge of presenters, their willingness to share it; their flexibility, creativity and the AWESOME handouts and written materials.
- The facilitators, handouts, organization. I wasn't at all confused.
- Interaction of participants, materials, skilled trainers.
- Presenters were well prepared and kept things moving right along.
- The diversity of the group - refreshing and rejuvenating!
- The trainers were great! This was a very fun training.
- Sharing active participation and involvement of trainees.
- Variety of teaching techniques demonstrated.
- Activity ideas, variety of teaching tools, audience presentations - short and sweet.
- Everything. Credits.
- The materials, ideas, trainers, activities, pace, enthusiasm.
- Organization and presentation of information by trainers. The multiple strategies for presenting information taking into account adult learning strategies.
- The presentation - I could see a lot of time and effort went into this training. I'm grateful for **all** the great information.
- The variety of ideas, the welcoming mood.
- The ideas!!! You were great -- accommodating, flexible, and personable.
- Variety of ideas, commitment of trainers - lots of (heart), group involvement.
- Many uses of media, goodies.

How could AHEAD training be improved?

- Change this evaluation form. Hand "widgets", gum, koosh balls, slinky for the tables so all of us could relax. More fruit for snacks.
- Fourth day a bit much. Would rather had opportunity to plan our next steps with our team to take to our county/ICC.
- Shorter. Less reading to us and more explaining "touch-feely" than demonstrating and having us do it.
- If it were possible for all handouts on a particular section to be prepared and compiled with other information in manual rather than passing out more and more handouts throughout the training period.
- Keep up the good work!
- You've got me?!
- More information on programs that have used this. Would like to know their outcomes and feedback.
- Clarify regional use - MPHI - how will this be implemented in the state? A follow up meeting of this group in 6 months to share how our training(s) went, ideas to share, brainstorm. Wine/cheese party would be nice (just kidding . . . I think).
- In the afternoons, I got very sleepy. Maybe more activities for participants would help this.
- Satisfied the way it is.
- Just keep changing and adapting.
- The information on how to do home visits and how to provide care to families could have been eliminated as far as I am concerned. Would have used more information on working with day care providers.

- More on specific topics.
- Time set aside for the teams to begin planning their first training.
- Cultural diversity to include local cultures. Purpose to reflect Michigan eligibility criteria/target population. Clarify "non-categorical".
- Your manuals need to show more diversity in the pictures and illustrations.
- When talking/presenting activities/ice breakers let us know what is in the manual already.
- Focus more on topic areas - some areas need more describing than others.
- Multiple generation grandparents: how to address caretaker and grandparent roles.
- Spread the focus out a little more to give child care providers more emphasis.

Comments/Suggestions Related to Trainer:

- Trainers are very nice and well informed. I prefer trainings on a higher level although I did find myself getting into the games by the end. Thanks.
- You guys were great! It was nice to see presentations done by presenters with three different styles and personalities!
- Very sensitive to the group, great facilitation skills, and understanding of adult learning principles.
- I cannot thank you enough for teaching me how to make learning more fun for many learners and MYSELF. Thank-you, thank-you, thank-you to all.
- Thank you for a wonderful time! Next time try and visit the Upper Peninsula and the Northern part of Michigan so you can enjoy the great lakes and the beauty which surrounds them.
- I only hope I can do somewhere near as good a job of training as these trainers did.
- Thank you for a great 4 days! I would like to get started today -- after the weekend of course to begin the first training. However, my practical, logical partner will slow me down!
- You had really great "crowd control" techniques, good transitions, and variety of presentation techniques.
- All the materials were great. All three of you are great trainers.
- This was an excellent training that reflects tremendous time, effort, and careful thought on the part of the trainers. Thank you for sharing your expertise.
- Very personable, knowledgeable, experienced team. You should get a very positive response from our Detroit/Wayne County group. Expect a call soon.
- Lori did a fantastic job making the connection between the material and how to present it in a workshop.
- Sometimes it felt rushed but I understand because there is so much material. Overall, I not only learned so much about AHEAD but how to run an effective workshop just from watching Lori, Connie, and Rosemary's presentations. Thank you! Thank you!
- You had so many excellent ideas. I enjoyed the days. You worked well together and it flowed nicely together. Thanks.
- Thank you so much for sharing all that you know and value. Hope you have a great time at dinner tonight and a safe trip home to Utah.
- You were knowledgeable, flexible. Great job!
- Please continue to translate manuals into Spanish and other languages.

AHEAD Trainers' Training Evaluations

Date: **June 2-4/99**

Location: **Corpus Christi, Texas**

Number of participants: **16**

States represented: **Texas**

AHEAD Trainer's Training evaluations were collected from 9 newly trained AHEAD trainers following AHEAD Trainers' Training. See Appendix U for the AHEAD Trainers' Training Evaluation form. The newly trained AHEAD trainers were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD staff on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	4	3.0	0	25	50	0	25
Teaching materials/ handouts	8	4.9	0	0	0	13	88
Videos and other media	8	4.6	0	0	13	13	75
Geographic location	7	4.7	0	0	14	0	86
Facilities	8	4.8	0	0	13	0	88
Information received before arrival	9	3.7	0	22	11	22	44
Practical application	9	3.9	0	0	11	33	55
Overall	8	4.5	0	0	13	25	63

Overall, 79% of the responses were in the 4 or 5 category. Ratings were low in the category, "Information Received Before Arrival" when information was sent to the state administrator for distribution rather than to individual participants.

Corpus Christi requested that the training be conducted over 3 days rather than the 4 or 5 day period. As shown, the rating of the length of training was lower compared to any other AHEAD Trainers' Training.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	8	5.0	0	0	0	0	100
Preparedness	8	4.9	0	0	0	13	88
Manner of presentation	8	4.5	0	0	13	25	63
Clarity and understandability	8	4.6	0	0	13	13	75
Encouraging participation	7	4.9	0	0	0	14	86
Responsiveness to questions/needs	7	5.0	0	0	0	0	100

Overall, 96% of the responses were in the 4 or 5 category. This indicates high satisfaction with the AHEAD staff's skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	1	20
Just right	3	60
Too short	1	20

COMMENTS:

What did you like most about AHEAD training?

- The way the trainers presented the material, and most of all the materials given to work with.
- The trainers. You wish you could surround yourself with warm loving people like these trainers everyday you go to work. Getting participants involved, games, videos, etc.
- Lots of variety, good exercises allowing us to participate and move around (especially after lunch).
- The materials and ideas. There was a variety of presentation ideas shared.
- Everything! Your manuals, organizational content of scenarios and materials needed for each and dynamite videos and songs, etc. are exactly what every early intervention program in the USA should start off with to use as guidelines to work in a program.

How could AHEAD training be improved?

- I really don't know.
- I would have liked an opportunity to review the materials more without specific activity goals.
- The training should be longer. And, it should get refunded in Washington, DC as this training has a powerful impact on anyone working with staff, families, and babies.

Comments/Suggestions Related to Trainer:

- I reflect back on your training and think how positive your trainings really are with the capacity to impact so many hearts in a positive way - which is something America desperately needs more of. I can't imagine you guys not getting funded in the future. Continue your mission. Don't worry about the funding. It's in God's hands. Thanks.
- Very well organized, well prepared, and responsive to the group's needs.

Appendix AA

AHEAD Trainers' Training Evaluations (in total)

Summary of AHEAD Trainers' Training Evaluations

Eight AHEAD Trainer's Training were conducted over the three years of the AHEAD Outreach grant period and involved 104 trainers. These trainings occurred 08/97, 10/97, 03/98, 05/98, 10/98, 11/98, 03/99 and 06/99.

AHEAD Trainers' Training evaluations were collected from newly trained AHEAD trainers following AHEAD Trainers' Training. See Appendix U for the AHEAD Trainer's Training Evaluation form. The newly trained AHEAD Trainers were asked to rate their responses from 1 = low to 5 = high. Table 1 shows the ratings for the overall training and Table 2 shows the ratings of the AHEAD staff on a variety of aspects. The number of responses, the mean, and the percentages are listed for each. (Note: Totals may not equal 100 because of rounding.)

Table 1. How do you rate the overall training on:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Length of training	79	4.3	0	4	19	24	53
Teaching materials/ handouts	92	4.8	0	0	7	7	87
Videos and other media	92	4.7	0	1	8	16	75
Geographic location	90	4.5	0	2	10	19	69
Facilities	92	4.5	0	2	15	12	71
Information received before arrival	90	4.0	4	7	17	29	43
Practical application	90	4.7	0	0	6	17	78
Overall	90	4.7	0	0	6	17	78

Overall, 87% of the responses were in the 4 or 5 category. Ratings were lower in the category, "Information Received Before Arrival" when information was sent to state administrators for distribution rather than to individual participants.

Table 2. Rate the instructor in the following areas:

	N	Mean	% 1	% 2	% 3	% 4	% 5
Knowledge of subject	91	4.9	0	0	2	7	91
Preparedness	91	4.9	0	0	0	5	95
Manner of presentation	91	4.8	0	0	4	13	82
Clarity and understandability	91	4.8	0	0	5	12	82
Encouraging participation	91	4.9	0	0	2	3	95
Responsiveness to questions/needs	90	4.9	0	0	3	6	91

Overall, 97% of the responses were in the 4 to 5 category. This indicates high satisfaction with the AHEAD staff's skills.

Participants were given a choice of comments about the length of the training. The following table shows these results.

Table 3. What comments do you have about the length of training:

	N	%
Too long	14	30
Just right	31	67
Too short	1	2

COMMENTS:

What did you like most about AHEAD training?

- The responsiveness of the trainers to meet the needs of the diverse group. The information they gave us was well organized, concise, exhaustive, and comprehensive. I've attended other trainings such as this and this was by far the best!!
- Organization and presentation of information by trainers. The multiple strategies for presenting information taking into account adult learning strategies.
- Everything! Your manuals, organizational content of scenarios and materials needed for each and dynamite videos and songs, etc. are exactly what every early intervention program in the USA should start off with to use as guidelines to work in a program.

- Very supportive of learning and growing with diverse material/content for diverse learning styles. Have hands-on practice of training.
- The continuous use of different resources as to make audience be alert, interested, and the involvement of participants during the training.
- Just an amazing amount of preparation and thoughtfulness went into this training with consideration for all of the learning styles.
- Wide variety of training techniques, experienced trainers input, handled questions from group members appropriately.
- Easy to participate, good balance between cognitive and experiential learning.
- Lots of variety, good exercises allowing us to participate and move around (especially after lunch).
- The variety of teaching techniques which kept me interested. I was very impressed with every last detail taken care of, the listening of the trainers and always meeting my needs. The trainers were wonderful! They were very supportive, positive, creative, and passionate about what they do and it sure came through.
- The variety of trainers. Their personal training styles made the presentations more interesting.
- The variety of options and methods to present information. Having experienced trainers who were able to offer support and encouragement as well as answer our questions and concerns.
- The wealth of knowledge of presenters, their willingness to share it; their flexibility, creativity and the AWESOME handouts and written materials.
- Sharing active participation and involvement of trainees.

How could AHEAD training be improved?

- ★ An advanced track for more experienced service providers.
- I'd have to think long and hard and even then I don't think I could come up with any one thing.
- ★ Introduce power point into presentations. Provide forms on disk. Also, videos show many of the "ideal" home family - not the 10 people in 3 rooms. More non-traditional family pictures on overheads (e.g., single parent).
- Just keep changing and adapting.
- ★ Perhaps some videos (maybe not so perfect) where we hear about the experiences of delivering visits to natural environments.
- Nothing!! Please translate the resource book!!
- ★ Spread the focus out a little more to give child care providers more emphasis.
- The training should be longer. And, it should get refunded in Washington, DC as this training has a powerful impact on anyone working with staff, families, and babies.
- I can't think of anything that needs changing or improving at this time.
- ★ Multiple generation grandparents: How to address caretaker and grandparent roles.
- Possibly shorten to 4 days due to difficulty of people being away this long. However, the frequent breaks and relaxing down time was wonderful.

Comments/Suggestions Related to Trainer:

- You were all outstanding. No detail left unturned. You modeled the best that a teacher could be - creative, patient, respectful and knowledgeable.
- This is the best training I ever attended. Continue being such effective trainers.
- The presenters were enthusiastic and wonderful. Very organized. Good transitions - the presentation flowed well.
- The orchestration of so many details - so well coordinated added something so special and demonstrates how well you know about adult learning and processes. My expectations are overly met.
- You guys were great! It was nice to see presentations done by presenters with three different styles and personalities!
- Very sensitive to the group, great facilitation skills, and understanding of adult learning principles.
- I only hope I can do somewhere near as good a job of training as these trainers did.
- I reflect back on your training and think how positive your trainings really are with the capacity to impact so many hearts in a positive way - which is something America desperately needs more of. I can't imagine you guys not getting funded in the future. Continue your mission. Don't worry about the funding. It's in God's hands. Thanks.
- We are very satisfied with this training. I could not imagine myself having fun and learning a lot at the same time. I appreciate all the things you have done to make us feel at home. Thanks!
- For my tastes only, I prefer a little less "cute" stuff and a little more "meat" or content. Overall nice job!
- Very relaxed, enjoyable presentations. I never once looked at my watch - time flew by. It was obvious that thought, planning and organizing went into the presentations.

Appendix BB

References

REFERENCES

Bruder, M.B., Staff, I., & McMurrer-Kaminer, E. (1997). Toddlers receiving early intervention in child care centers: A description of a service delivery system. *Topics in Early Childhood Special Education*, 17(2), 185-208.

CEC session identifies issues in training personnel to work with handicapped/at risk infants. (1984). *DEC Communicator*, 10(3), 30.

Wesley, P. (1994). Innovative practices - Providing on-site consultation to promote quality integrated child care programs. *Journal of Early Intervention*, 19(4), 391-402.